DOCUMENT RESUME

ED 358 705 FL 021 248

AUTHOR	Holes, Clive, Ed.; And Others
TITLE	The Design and Implementation of Teacher Training Programmes. Report on the Dunford House Seminar (England, United Kingdom, July 11-21, 1983).
INSTITUTION	British Council, London (England).
PUB DATE	[84]
NOTE	156p.; For other Dunford House Seminar proceedings, see FL 021 247-257.
AVAILABLE FROM	English Language Division, The British Council, Medlock Street, Manchester M15 4AA, England, United Kingdom.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Case Studies; Classroom Communication; Developing Nations; Distance Education; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Language Teachers; Participant Satisfaction; *Program Design; Program Evaluation; *Program Implementation; Research Methodology; Second Language Instruction; *Teacher Education Programs; Teaching Styles
IDENTIFIERS	Hong Kong; Oman

ABSTRACT

Proceedings of a seminar on the design and implementation of training education programs for English-as-a-Second-Language (ESL) teachers are presented in the form of papers, presentations, and summary narrative. They include: the keynote address (Keith Morrow); "Participants' Views of Issues and Constraints in Teacher Training"; "'What Gets In Your Way?'"; "The Organisation of the Case Study Design Tasks"; "Case Study Design Task: Oman"; "Case Study Design Task: Hong Kong"; "Participants' Views of Criteria for the Evaluation of Teacher Training Courses"; "Criteria for the Evaluation of Teacher Training Programmes" (Rod Bolitho); "Teacher Talk: Basics" (John Sinclair); "EFL Classroom Interaction" (Jane Willis); "Teacher Styles" (Margaret Falvey); "Language Training for Non-Native Teachers" (Jane Willis); "Distance Training Foundation Module" (Harley Brookes, Alison Duguid); "Classroom Observations" (Richard Rossner); "Interim Evaluation"; "Participants' Comments from End-of-Seminar Questionnaire"; and "Dunford '83: Reprise" (Tony Wright). Appended materials include a list of participants and case study groups, process diarists' reports on the case study design tasks, "Communicative Grammar in Teaching and Teacher Training" (Rod Bolitho); report on an open session on a British standardized test for ESL teachers; and "The Role of the Foreign Expert" (Julian Edge). (MSE)

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Dunford House Seminar Report 1983

Design and implementation of teacher training programmes

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THE DESIGN AND IMPLEMENTATION OF TEACHER TRAINING PROGRAMMES

REPORT

on

The Dunford House Seminar

11-21 July 1983

Edited by: Clive Holes, Tony O'Brien and Mike Winter
English Language Services Department
The British Council

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INTRODUCTION

0.1 RATIONALE AND STRUCTURE OF THE SEMINAR

In recent years, a conscious attempt has been made to provide some degree of continuity from one Dunford House Seminar to the next. Continuity in this context means continuity of theme, of organising principles and (to a lesser degree) of personnel. Continuity of theme is important because it is simply no longer possible in a single 10-day seminar to give adequate coverage of any area of ELT at both the macro and micro levels. The tendency, therefore, has been to see the Dunford Seminar moving in roughly two-year thematic cycles. Continuity of organising principles ensures that the implementational factors associated with success in one year can be built on in the next. And continuity of personnel, at both the course organiser and participant level ensures this thematic and organisational linkage from one year to the next.

Thus both the 1982 and 1983 seminars were about teacher training: the 1982 seminar dealt with it in relation to curriculum development and macro variables of project design, whilst the 1983 seminar built on this base and concentrated on the minutiae of the design and implementation of different types of teacher training programme in specific countries, and with different types of teacher (especially native versus non-native speakers). In 1982, feedback from participants indicated that small group design tasks were both stimulating and productive, and that there was a desire to come to grips with real, rather than simulated problems; in 1983, these feelings were translated into six four-day case study design tasks, from which each participant selected one according to its relevance to his/her interests. These case studies involved coming up with detailed solutions to actual problems in on-going projects. While group participants were mainly motivated by an interest in the process by which they negotiated among themselves to arrive at their solution, the 'resource persons' who had provided the data and defined the problem for the group tasks, and who were also seminar participants (though in groups studying problems other than their own), were clearly also interested in the product (the solutions) which could be taken away and applied. In 1983, both the Academic and Course Director had been participants in the 1982 seminar, and five of the 1982 participants were invited back in 1983. This fact assured thematic and organisational continuity and the promotion of a similarly open and supportive atmosphere.

The case studies formed the practical backbone of the first week's work, and during this time, plenary sessions were kept to a minimum. What plenaries there were in the first week were aimed either at sharpening group discussions (eg "Criteria for the Evaluation of Teacher Training Programmes") or at providing a refreshing change of pace and a break from group work. As can be seen from the timetable, the second week contained many more plenaries. What is perhaps not so obvious is that John Sinclair's, Margaret Falvey's and Jane Willis' sessions were all interlinked, and illustrated the various uses which a discourse-analysis based approach to the description of classroom language might have in different kinds of teacher training programme. Thus, a rough distinction was drawn between the design of a range of specific teacher training courses with full reference to local implementational constraints, which was the nub of the first week of the seminar; and developing an awareness in the participants of what actually happens in different kinds of EFL classrooms, through the use of precise analytical tools, which was the focus of the second week. Additionally, there were optional evening sessions at which members of the Council's HQ ELT staff demonstrated materials from three current video projects.

A lesson which has been learnt from previous Dunford House Seminars is the need to build in some degree of flexibility in organisation, and not to

pre-plan everything. It is difficult enough to forecast how group dynamics are likely to develop in a group whose members know each other; how much more so in a group of 29 who do not, who are anxious to maximise the use of their time at the seminar, and who differ considerably (to judge by answers to the pre-seminar questionnaire) in what they wish to take away with them from the seminar. The timetable which appears in this introduction, therefore, represents a post-hoc, and rather skeletal description of what happened: the conduct of pre-planned sessions (and in some cases the timing of the sessions) was determined as far as possible according to participants' wishes and the developing group dynamic. Some attempt is made in the section which deals with the case studies to convey a feeling of how participants saw the development of this dynamic process, though this is a difficult thing to describe. In a sense - and the written comments of many participants (included in the 'Evaluation' section) bear this out - the quality of the educational process at seminars such as Dunford is far more important than the seminar product, which, however, is what this report inevitably largely consists of.

In order to keep the length of this report within reasonable bounds, the editors have had to exercise a good deal of discretion in what materials to include. Two of the six case-studies are reported on fully - one from a KELT project and one from a Council-run DTEO - as well as brief summaries of major plenary sessions given during the course of the seminar. This fragmentary record cannot convey the positive and stimulating atmosphere which characterised the seminar, but the editors hope it at least gives some useful insights into practical problem-solving in the field of teacher training.

A lengthy companion volume which includes a full set of the materials produced by each of the six case study groups - Kuwait, Hong Kong, Chile (DTEO-type), and Oman, Sierra Leone and Thailand (KELT-type) - is available on request from English Language Services Department, British Council, Spring Gardens.

In conclusion, we as course organisers and report editors would like to record our sincere thanks to the course officer, Mike Winter, and to our course typist, Marion Robinson, of Central Typing Services, for their tireless and painstaking attention to detail in the organisation of the course, and the typing of this report.

Clive Holes — Academic Director
Tony O'Brien — Course Director

0.2 TIMETABLE

	0900	1030	1100	1230	1400	1530	1600	1730	2000
MONDAY 11					Assemble				
TUESDAY 12	Keynote Address KM		Reactions to Pre-seminar Reading KM/RB		'What gets in your way?' RB		Introduction to Case Study Design Tasks (RB)		ELSD's TT Video Project TOB,BN
WEDNESDAY 13	Case Study Design Tasks (RB)				Communicative Grammar in Teaching and Teacher Training		Open session on RSA CTEFLA RB		
THURSDAY 14	Case Study Design Tasks (RB)				Case Study Design Tasks (RB)				Video English CB
FRIDAY 15	Case Study Design Tasks (RB)		Criteria for Evaluation of T-T Programmes RB		Evaluation of programmes produced by case study groups and review of tasks (RB)				
SATURDAY 16	Italian Distance Training Project HB,AD		Interim Evaluation of Seminar						
SUNDAY 17				LUNCH 1300				DINNER 1900	
MONDAY 18	Teacher Talk: Basics JS				EFL Classroom Interaction JW		Teacher Styles MF		ELSD's BBC Archives Project CH
TUESDAY 19	Teacher Styles (cont.) MF		Language Training for Non-Native Teachers JW		Language Training for Non-Native Teachers JW		Classroom Observation RR		
WEDNESDAY 20	Classroom Observation (cont.) RR		The Role of the Foreign Expert JE		Round Table: HQ Backup ELMD, ELSD, OEAD				
THURSDAY 21	'Where do we go from here?' TOB		Evaluation of the Seminar		Depart				

Key:
- KM Keith Morrow (Bell Educational Trust)
- RB Rod Bolitho (S Devon Technical College)
- JS John Sinclair (University of Birmingham)
- JW Jane Willis (Freelance author, teacher trainer)
- MF Margaret Falvey (Teacher Trainer, DTEO Hong Kong)
- RR Richard Rossner (Anglo-Mexican Institute)
- JE Julian Edge (KELT, University of Istanbul)
- HB Harley Brookes (ELO N Italy)
- AD Alison Duguid (Teacher Trainer, DTEO Naples)
- TOB Tony O'Brien (ELSD)
- BN Bob Neilson (ELSD)
- CB Chris Bury (ELSD)
- CH Clive Holes (ELSD)

Staff:
- Tony O'Brien (ELSD, Course Director)
- Clive Holes (ELSD, Academic Director)
- Mike Winter (ELSD, Course Officer)
- Marion Robinson (Central Typing Services, Bournemouth)
- Peter Hayman, Principal, Dunford House

S

PART ONE

DESIGNING A TEACHER TRAINING COURSE

1.1 KEYNOTE ADDRESS BY KEITH MORROW, DIRECTOR (EDUCATION), BELL EDUCATIONAL TRUST

TEACHER TRAINING COURSES: DESIGN AND IMPLEMENTATION

1. I'm a charlatan; you're a charlatan

To be asked to give the keynote talk to a gathering of this distinction is a golden opportunity to raise issues without having to solve them. My role is to provide food for thought, but I am offering it in a deliberately raw state; over the next fortnight there will be ample opportunity for you to chew it over.

A charlatan is defined by the ALDE as "a person who claims to have more skill, knowledge or ability than he really has ....". How many of us involved in teacher training can, by the very act of being involved in teacher training, escape the charge? For what do we actually know about the design and implementation of teacher training courses? What is the basis of the "skill, knowledge or ability" that we lay claim to? Crucially, how have we been trained as teacher trainers? Presumably we believe that training is important, or else why are we trying to train teachers? But who has trained us?

Such questions can easily be dismissed as pious rhetoric, but if we are serious about what we are doing then I think they deserve investigation and discussion in order to make clear in an explicit way the assumptions on which we base our work. Only if the assumptions are made explicit can they be challenged and improved. Fortunately for me, it is not my role here today to state assumptions, though I hope they will emerge from follow-up discussion; rather I hope to indicate areas in which assumptions need to be stated, and to suggest some sources from which we might draw them.

A useful maxim in this field is 'start with what you know'. This is the approach I want to follow in suggesting that many of the issues that confront us in teacher training are recognisably the same issues that confront us in language teaching. In a sense this is hardly surprising since both language teaching and language teacher training are educational activities and can be expected to share a large number of common and indeed wider educational concerns. But how much of the copious literature on language teaching is consciously considered by those involved in teacher training for guidance on the design and implementation of courses? Let us look at some accepted truths and contentious issues from language teaching and see what relevance they have.

2. Language teaching and teacher training

2.1 Some fundamental parallels

Perhaps the most basic parallel is that the design and implementation of courses in both areas require decisions to be made about what and how, about content and methodology.

a. What

i. Syllabus

In language teaching there has been much debate in recent years about what the content of a teaching programme should be. Should syllabuses be prescribed or negotiated? Should they be analytic or synthetic (cf Wilkins 1976)? If synthetic, what are the elements of which they should be composed? How are these selected and graded?

All of these questions seem to me equally relevant to teacher training courses, and I feel we are missing an important aid in design and implementation if we fail to take conscious account of them. The answers we arrive at will be different in particular circumstances - as in language teaching - but the issues are constant.

ii. Definition of objectives

The specification of intermediate and terminal objectives for language teaching courses is now an accepted part of good pedagogic practice. Their value is seen as twofold: firstly they act as a chart to the student of his progress through the course and an incentive in terms of setting an attainable goal; secondly they help to reduce for teacher and student the infinite possibilities of the language into something more tangible and realisable. Again this seems to me an area where there are clear implications for teacher training courses. What the objectives of a particular course should be cannot be pre-judged in vacuo and indeed may be amended as the course progresses. But there should be objectives. What would they look like?

One of the most interesting areas of debate in language teaching recently has been the relationship between accuracy and fluency, and form and function as intermediate and terminal objectives. It may not be immediately clear that such concepts have any relevance for teacher training, but it is useful, in my view, to pick up any issue from one field and examine it carefully for implications for the other. Even if definitions have to be stretched, occasional illuminating insights can make it worthwhile. What could an 'accurate' teacher be, as opposed to a 'fluent' one? Or, expressed rather more aptly in language use terms, what are the complementary characteristics of a skilled teacher which might be identified as 'accuracy' and 'fluency'? And what might the 'forms' of teaching be as opposed to the 'functions'?

b. <u>How</u>

i. Learner-centred vs teacher-centred

The impact of 'communicative' language teaching over the last ten years has perhaps been most remarkable (though least debated) in the area of methodology. Procedures such as role-play, techniques such as pair-work or group-work, concepts such as the 'information-gap' are now part of the common currency of language teaching. Fundamentally they represent a shift from a teacher-centred towards a learner-centred methodology. But what impact ought this to have, and indeed has it had on teacher training?

My own feeling, somewhat perversely in view of the previous section, is that this is an area where ideas have been transferred too glibly. The lecture on 'communicative methodology' is universally derided as a nonsense; but in terms of economy in disseminating ideas and information a good lecture has a lot to recommend it as opposed to yet another worksheet to be discussed in groups. Group discussion based on a worksheet is a procedure whose value in language teaching derives from the practice it offers in handling the processes of language use, ie promoting fluency. What is discussed is normally secondary to the act of discussion. But in teacher training, discussion is no longer the end but the means of acquiring insights into ideas. My point is that it may not often be the best way of acquiring such insights. This is not intended as a

reactionary call for Victorian values, but rather as a reminder that although many issues are common to these two areas, it should not be an uncritical assumption that a procedure appropriate to one will necessarily be appropriate to the other.

ii. Acquisition vs learning

In many ways this is perhaps the most central area of debate in language teaching today. Unlike the communicative vs structural debate, which is concerned with different approaches to how to teach a foreign language, this is concerned with whether it can be taught at all in any meaningful sense. According to proponents of the acquisition hypothesis, language use is based largely on data which is unconsciously acquired through exposure to meaningful language; language which is consciously learnt has only a marginal role as a monitor of performance. The implications of this for future teacher training would be considerable if the same hypothesis were applied to teaching performance as to language performance. Testing the hypothesis is of course extremely difficult in language terms, and would be equally so for teaching. But as professionals, we have to decide where we stand. After all, if the acquisition theory were accepted, the worksheet would be under attack from the other end of the spectrum!

c. Dogma and eclecticism

This is the last area where I want to consider parallels between language teaching and teacher training. In general most British teachers of EFL are proud to be eclectic; Stephen Krashen (Georgetown Round Table 1983) has referred to eclecticism as 'a moral obscenity'. There is clearly a divergence of view and tradition.

In teacher training, the issue affects both the content and the methodology aspects, but it is particularly interesting in terms of prescriptivism. Most teacher trainers are only too aware that teaching is a very complex business, beset with many variables and few certainties. Yet in order to give initial trainees a foothold on the ladder, it is often felt necessary to give very firm guidelines about what should and should not be done in the classroom (cf the recent book by my Bell Educational Trust colleagues, Roger Gower and Steve Walters, 'A Teaching Practice Handbook', Heinemann 1983). Do such guidelines represent a safety line or a straitjacket? Discuss.

In the preceding sections we have seen three ways in which there may be a relationship between ideas and issues in language teaching and teacher training. Firstly, on a very general level, there are questions of syllabus design and methodology, which reflect the common educational concerns of the two activities. To point to these similarities is almost to utter a truism, but it is worthwhile if it casts fresh light. More tenuous is the link between the two activities in terms of particular issues raised in connection with just one. Fluency and accuracy are examples of this, with little obvious direct relevance to teacher training, but perhaps a heuristic value in leading us to ask questions and search for implications. Finally there are areas where an activity quite justified in language teaching is transferred over-enthusiastically and uncritically to teacher training. My homily against the worksheet syndrome is an example.

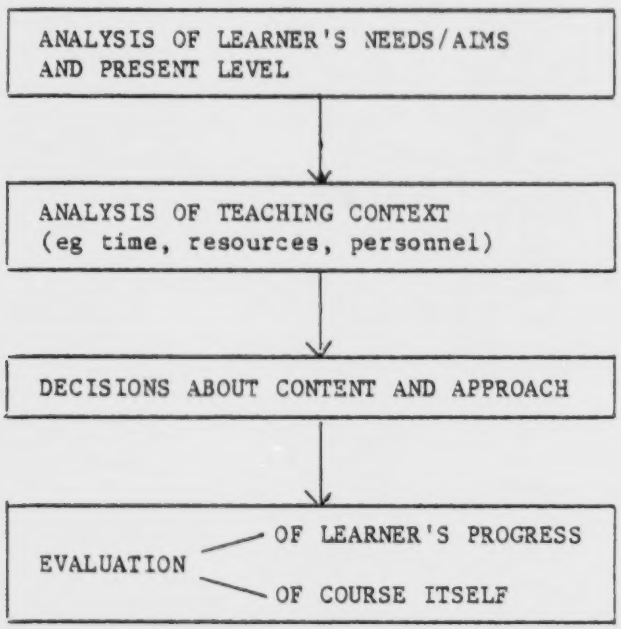
In the next two sections I want to look at the question of design and implementation more directly, again drawing on language teaching as a source of ideas.

2.2 Teacher training as ESP

Teacher training is in essence goal-orientated educational activity. As implied in 2.1.a. above the formulation of the goals may sometimes leave something to be desired, but all would agree that in general they relate to the equipping of individuals with a set of skills which will enable them to function more effectively in a professional environment.

This is also a reasonable working definition of the goals of ESP, and so it might well be profitable to see how far a model of course design from ESP can be applied to teacher training.

This is a simplified version of the ESP model applied in the Bell Educational Trust.


ANALYSIS OF LEARNER'S NEEDS/AIMS AND PRESENT LEVEL
ANALYSIS OF TEACHING CONTEXT (eg time, resources, personnel)
DECISIONS ABOUT CONTENT AND APPROACH
EVALUATION
OF LEARNER'S PROGRESS
OF COURSE ITSELF

I make no claims for originality for this model, but in fact its value in the present context lies precisely in the fact that it is well established. For it seems to me to represent in essence a process of design which is as relevant to teacher training courses as it is to ESP. The focus on the needs and aims of the particular group of learners, leading to the construction of 'courses for horses', is a useful reminder that in teacher training there is no single body of content that is appropriate to all trainees. Similarly the emphasis on the teaching context is important both in terms of the context in which the trainees will subsequently have to operate and in terms of the context of the training course itself. But perhaps the most significant aspect of the model - significant in the sense that in practice it is often overlooked - is evaluation. It seems to me absolutely essential that evaluation is built in as a key component of the design model right from the start. All too often it is tacked on as an afterthought, or glossed over completely.

2.3 Evaluation of teaching performance and language performance

In view of the importance of evaluation in the design of teacher training courses, let us see what language teaching can offer in the way of parallels.

Recent work in the development of criteria for the evaluation of language performance has yielded a set of categories which might well inform the evaluation of teaching performance. At the very least, consideration of these criteria might force the issue of evaluation of teaching performance into central prominence and lead us to state explicitly where they fall short of what is needed.

The criteria I have in mind are those formalised for the RSA Examinations in the Communicative Use of EFL. Language production (in writing and oral interaction) is assessed in terms of, inter alia, accuracy, appropriacy, range, flexibility. The question of what might be meant by 'accurate' teaching has been broached earlier. It is arguably the least easy of these four terms to transfer directly to teaching performance. But appropriacy (in selecting the appropriate way to deal with the needs of a particular group or individual), range (in terms of the repertoire of skills, techniques and materials that can be handled) and flexibility (in dealing with the unexpected in the lesson) are surely at the heart of good teaching, and it might fairly be argued that a teacher training course might be evaluated in terms of its success in developing the participants' skills in these areas.

3. **What does 'training' mean?**

In his paper on 'Teacher Training and the Curriculum' given at Dunford House last year, Peter Strevens pointed out that 'education' and 'training as a teacher' do not necessarily, or indeed often, co-exist in a given individual who is a teacher. The following possibilities may be found and all can be instanced in different countries of the world.

	Educated	Trained
A	+	+
B	+	-
C	-	+
D	-	-

This is very helpful in reminding us of the range of background that participants on our teacher training courses might encompass. But it clearly begs a number of questions, particularly by representing 'educated' and 'trained' as either/or categories. It represents in essence a static view of training (and education) as opposed to the dynamic view implicit in the last section.

Acceptance of the evaluation criteria set out there is one way of formalising the notion that one never stops learning how to be a good teacher. Leaving aside for the sake of illustration the question of 'accuracy' it is clear that 'appropriacy', 'range' and 'flexibility' are dynamic concepts in terms of which teacher development could be described, and in terms of which differential levels of performance could be located. This is indeed the essence of the RSA language examinations, which ask the candidates to perform tasks on the basis of which their language performance is deemed to meet (or

not to meet) the different specifications in terms of these criteria for Basic level, Intermediate level or Advanced level.

How feasible would it be to adopt such a scheme for the evaluation and development of teaching performance? A bandscale might be imagined with a number of levels which would define both the range of teaching skills and the degree of skill expected in their execution at each level. In the interests of exemplification, but with no great confidence, let me offer a sample of what the very top and the very bottom of the scale might look like.

0	Below the bottom of the scale
1	The first point on the scale. Teacher can use a given coursebook at one level with minimum adequate skill (ie flexibility, appropriateness/ range of techniques).
.	
.	
.	
.	
.	
.	
n	The top of the scale. Teacher can select, adapt and use appropriate material for any group of learners with a very high degree of skill.

The most immediate attraction of such a scale is that it would give us the chance to evaluate intending trainees in terms of the 'level' of a particular course, and decide where effort could most usefully be put in the context of the system in which we are operating. My own feeling is that worldwide the greatest benefits would accrue from concentrating on bringing as many teachers as possible on to the first point on the scale. After that, development is a luxury. But where would we place RSA Preparatory courses, or the RSA Cert TEFL? Do MAs in Applied Linguistics or TESOL find a place? And what is the position of the many short courses for overseas teachers run each year in the UK by a number of institutions including the Bell Educational Trust?

Evaluation is a key element in the design and implementation of teacher training courses. It involves evaluation of the participants, in terms of making judgements about their performance as teachers, and of the course itself, in measuring how far it has achieved its goals. This last is also a sort of performance evaluation, which is why I feel that the model I have tentatively advanced may be worth exploring further. In the end, of course, it may be rejected; but it will have to be replaced with something better.

4. Conclusion

Our experience and training as language teachers equips us with a wealth of background and insight with which to examine critically the design and implementation of teacher training courses. We should constantly seek for parallels between the two activities, and consider carefully the potential relevance for one of ideas and issues from the other. Above all, in both areas we should be extremely wary of charlatans.

1.2 PARTICIPANTS' VIEWS OF ISSUES AND CONSTRAINTS IN TEACHER TRAINING

Participants were asked in advance of the seminar to fill in a questionnaire on their views about teacher training and their expectations of the seminar. Replies to some of the questions were typed up and fed back to the participants in related sessions. The responses concerning major issues (see A below) were given out during the discussion which followed the keynote address, and those concerning constraints (see B below) were distributed during the session 'What gets in your way?' (see page 14).

A. What in general are the major issues, as you see them, in teacher training?

1. Selection of candidates for initial TT courses. (How to back a winner?) How to arrive at an "optimum mix" of course components.

2. 1. The balance of practical and theoretical. 2. The use of demonstration lessons on peer-group teaching. 3. The emphasis on teachers' language level on methodology.

3. 1. Making teachers critical and open minded. 2. Giving them enough stimulus and support over long periods of time. 3. Getting them to want to train.

4. 1. How to define the practical skills required and how to train in them.
   2. How to link pre-service and in-service training effectively.

5. 1a. How to train teachers efficiently in situations where the language level of the trainee is poor yet the material they are expected to teach requires a high level of language competence as well as a lot of teaching expertise and there is only 25 weeks (210 hours at the most if the latest suggestion is accepted) which gives 175 hours at present. 1b. How to train effective teacher trainers when the total number of teacher trainers in the country is about 21 at the lower secondary level. At present there is no attempt to train the teacher trainers.
   2a. How to train people with low morale and both poor language and teaching competence to teach a not very effective course book satisfactorily. 2b. How to break down the traditional attitudes to language learning/teaching at higher secondary level. 3. To work out the most cost-effective way in the Sudanese context of arranging and planning such seminars. 4. How to integrate the British Council teachers into the Sudanese situation so that they teach as effectively as possible without alienating their colleagues and pupils.

6. Balance/integration of language skills, methodology and practical teaching in the pre-service course; availability of authentic, locally orientated print/audio/(video) training materials; developing professional skills that will survive the harsh environment of real classrooms and the temptation to take the traditional easy way out.

7. Roles of theory and practice.

8. Problem of staffing with suitably qualified and genuinely interested lecturers. Generally poor quality of teacher trainees as regards their own competence in English and lack of self-criticism as regards teaching ability.

9. Relate the content of teacher training/university degrees for teaching to the reality in the classroom. In the five countries in which I have worked for extensive periods, the discrepancy makes nonsense of most teacher training.

10. Linkage between pre- and in-service training in order to develop and nourish an agreed praxis without threatening the insecurities of experienced or of new teachers.

11. I shall limit my answer to the present situation in Turkey: the major issues concern planning at the macro level; there is lack of resources, lack of planning know-how, lack of will/energy/commitment. What's done at the micro level is therefore largely ineffective/ irrelevant.

12. The balance between/integration of language and methodology. How much of each the teacher needs - job-specific or more general.

13. How to ensure that training input (pre- or in-service) is followed through, and has effect in subsequent teaching.

14. 1. Sufficient resources: to include time, money, materials, staff support from above etc. 2. Motivated teachers - who want to benefit from TT. 3. Strong support systems for trainees. 4. Clear statement of aims/objectives of TT - relation of TT to overall British Council policy. (Not in any order.)

15. I hope I've understood the question correctly. Major issues same as in all TEFL/education: given the constraints, what is the most you/they can achieve? This can be broken down into aims, content and approach, perhaps. The 'affective' factors are, to me, centrally important; education involves development generally, not just the acquisition of knowledge and skills.

16. Establishing training that takes into consideration: a. varying experience of trainees; b. time limitations; c. local conditions; d. the type of trainer available (scope for apprenticeship); d. importance of up-dating the centre and its programmes.

17. A major issue is providing access to a form of teacher training relevant to the overseas country's specific needs, and attainable within their constraints.

18. A sensitive balance between theoretical and practical components in any given course.

19. 1. Helping the teacher to develop a sense of priorities in his work. 2. Helping the teacher to be more interested in his work and perform better in the classroom.

20. 1. Relationship of TT to curriculum processes in general. 2. The extent to which TT can close any perceived gap between curriculum in principle and in reality. 3. Should TT process in some way mirror T/L process in classroom? 4. Relationship between theory and practice in TT (see 2).

21. 1. The balance of pre-, post-experience and in-service training and the content(s) thereof. 2. The preparation of teachers for specialist types of teaching.

22. Identification of appropriate balance between theory and practice in courses for trainees in different situations and different experience.

23. Link between theory and practice. Making teachers anonymous.

24. a. Raising students' general linguistic ability to an appropriate level. b. Assisting them to acquire basic methodological skills and techniques. c. Giving students an insight into current trends and thinking, bearing in mind what is possible in their situation.

B. What sort of things make it difficult for your involvement in teacher training to be as effective as you would like it to be?

1. Red tape; people, and things, getting in the way.

2. Main difficulties are lack of staff, lack of resources and lack of commitment to training expatriate teachers by Ministry.

3. 1. Time. 2. No official (very little) recognition by Ministry of Education of the value of TT; therefore no release for teachers.

4. Lack of adequate facilities, staff and funds.

5. a. This is not really off the ground yet but at the moment I would say my personal lack of experience in the Sudanese context. b. Lack of time because of so many things to do, lack of experience of the Sudanese situation, time restraints regarding length of time available for training, not knowing if there will be Sudanese colleagues who can be integrated into and then relied upon in any national/regional scheme one can work out. c. The way in which Sudanese colleagues feel a seminar can be run and still be effective. d. Time available for training sessions.

6. The problems are hypothetical at this stage, but, by extrapolation from those obtaining in the primary materials component of the Primary English Project, are likely to be: tying of all subjects together in the timetable for curriculum reform; unrealistic deadlines; poor availability of suitable personnel for workshops etc; acute financial stringency throughout the education system and all other public services.

7. Teachers have been poorly trained and do not have a good command of English. School year lasts for only 6 months. Teacher morale low and absenteeism a problem.

8. Quality of trainees: varied ability and interest of staff involved in both institutions and seemingly permanent state of uncertainty as to who will actually remain each term! Oversized groups (about 60+), poor classroom facilities. Limited contact hours with students (hopefully this will improve next year); present TP set-up.

9. In Barcelona, the main problem was that since Catalans have just achieved autonomy (in education), they were naturally keen on spreading their own wings free from outside interference.

10. Those in charge at the university know very little about either language teaching or teacher training. They will, however, not listen to advice and one is continually trying to make a sensible procedure and content fit a senseless curriculum. Also fear and confusion caused by military revenge. No cooperation between Ministry of Education and Universities.

11. My present job does not allow a grass-roots involvement. At the level at which I operate there is a danger of becoming increasingly out of touch/out of date/unrealistic. There is therefore the danger of making the wrong decision at the macro-level.

12. Lack of materials (chalk, books etc) in Sierra Leone; KELTs thinking they know better than the natives; Council administrative cock-ups.

13. Lack of pre-service training opportunity; lack of time for in-service training. A tradition which doesn't accept that university-level teachers need to be trained, or, more particularly, to continue to carry out self-assessment after training periods are over.

14. Amount of involvement requires almost 100% of commitment - not possible with other duties, including teaching 4½ hours week on general class programme.

15. Lack of time and experience. Have been involved in in-service and some prep courses, but never designed TT courses or been central trainer before. DTEO is very busy and developing in several areas so time for TT material preparation is very limited and means eg I can do less in the self-access area than I would wish for TT.

16. 1. Constraints of admin duties; recent staff-strengthening should remedy this. 2. Pattern of academic year which is divided into 7 sessions, each session six weeks with registration periods cushioned between sessions.

17. As my current involvement is slight, I cannot meaningfully answer this yet, other than to note a deep suspicion of 'media' in many TT institutions.

18. Lack of time. Lack of experience in the practical organisation of teacher training courses.

19. Two reasons: 1. Pressure of other work in the office. 2. A need to 'update' in modern approaches.

20. Incomplete curricular framework - no syllabus etc etc. Vast disparities in training and experience within teaching cadre. Disparities between public and private sector. Very low level of resources in schools. No real incentives for teachers to undergo in-service training. Pre-service training inadequate. Attitudes of teachers, parents and pupils to English language (body of knowledge vs skills) etc etc.

21. My role is supervisory rather than one of direct involvement. Other directional responsibilities will probably remove me even further from the action.

22. Lack of training for teacher trainers and insufficient pooling of resources within the Council (nb TTVP* a notable exception).

23. Peculiar nature of Italian system (in-service training is minimal, pre-service doesn't exist), lack of opportunities to organise teaching practice.

24. Insufficient personnel to conduct in-service courses effectively in a situation where 70% of teachers are unqualified and untrained. Lack of petrol to travel, and paper for producing handouts. Uncertainty as to what primary English coursebooks will be in use in 2-3 years time.

* Teacher Training Video Project, video-based resource materials for teacher training developed by English Language Services Department, British Council.

1.3 'WHAT GETS IN YOUR WAY?' - Rod Bolitho

The purpose of this session was to bring into perspective the constraints facing participants in the situations in which they work. It was felt that a more positive approach to such constraints would be an aid to flexible thinking in the case studies to follow.

Participants were asked to write down the four most pressing constraints hindering the implementation of their work. They then divided into groups.

The group task was to discuss the individual lists and then negotiate a list of the four constraints to which solutions seemed most remote. In the plenary session which followed each group presented its list and elaborated on it where necessary.

At the end of the plenary session, Rod Bolitho drew attention to the fact that certain constraints were common, ie lack of sufficient resources; project design; low motivation among trainees for training, and the weight of bureaucracy on those attempting to perform a training role.

The Group lists were:

Group One

i. Turnover of trainees.

ii. Lack of incentives to undergo training.

iii. Lack of sufficient resources: time, manpower, classroom materials, library materials.

iv. Appropriacy of project design.

v. Problems with the system: exam backwash, bureaucratic obstruction.

Group Two

i. Low motivation of trainees because of lack of incentives for teachers within the system.

ii. Lack of resources.

iii. Lack of teacher trainers' familiarity with, and sensitivity to, the local cultural context.

iv. Non-viability of project objectives.

Group Three

i. Bureaucracy: problems created by bureaucratic procedures and the hierarchy within the host country and when negotiating with the British Council.

ii. Communications: leading to isolation and often duplication of effort.

Group Four

i. Attitude of local education authorities to foreign advice. This can range from indifference to open hostility.

ii. Attitude of society to teachers: considered to be of low status and so frequently people of low calibre enter the profession.

iii. Lack of resources.

iv. 'Micro-problems': this label was used to cover a large number of the problems resulting from the macro-problem listed as iii. above.

Group Five

i. Bureaucracy: inefficient administration and creation of obstacles.

ii. Failure of Ministry to accept the need for teacher training.

iii. Necessity to spend time on non-essential activity - 'frittering'.

iv. Lack of motivation to undergo training.

v. Poor timing of project design, eg KELTs often arriving at the wrong time of the academic year.

1.4 THE ORGANISATION OF THE CASE STUDY DESIGN TASKS

Pre-seminar

Approximately two months before the seminar, all participants were sent one-page descriptions ('Stage One Documentation') of the six case study design tasks, supplied by the resource providers from each of the six projects. The case studies were taken from three current Key English Language Teaching (KELT) Scheme projects and three Direct Teaching of English Operations (DTEOs). The rationale for selection was to cover as broad a range of projects as possible, both in terms of educational level (primary, secondary, etc) and geographical spread. The six were:

KELT:	Sierra Leone	(Primary Level)
	Oman	(Secondary Level)
	Thailand	(University Level)
DTEO:	Hong Kong	
	Kuwait	
	Chile (Instituto Chileno-Britanico)	

Participants were asked to draw up an order of preference, based on the relevance and interest to themselves, of the six design problems set, so that groups could be formed on an interest basis.

Formation of groups

On the basis of preferences, the groups listed in Appendix 2 were formed, and stayed together for the whole of the first week of the seminar. The design problem which each had opted for pre-seminar, on the basis of 'Stage One Documentation', was much amplified by 'Stage Two Documentation' which was given out at the start of the seminar, in which local constraints and problems were spelt out in much greater detail. For the duration of the case study exercise, each group had at its disposal a set of reference and resource materials (hand-over reports, published articles, working papers, coursebooks, videos) which each resource provider brought along to the seminar as additional background material which could be referred to at will. This formed 'Stage Three Documentation'.

The point of making the background material available in stages allowed participants to 'see the wood for the trees' - to allow them to feel their way into the problem posed for them at their own pace, and as a way of highlighting for them what were major and what were minor background factors as seen by the resource providers. Participants could, therefore, consult a rich vein of multi-media background material at will, and were also allowed to call in the resource provider to elucidate any unclear points in the documentation provided, but not to advise on solutions. Resource providers were encouraged to be members of groups discussing problems other than their own, since there is a danger of new and radical solutions not being discussed if the person who knows most about the problem is present: other group members become reluctant to challenge his/her knowledge and perceptions simply because of his/her weight of knowledge. And, with one exception, resource providers did indeed join other groups.

Pacing

In case study tasks as long and as richly documented as those set up in this seminar (3½ days), there is a risk of loss of momentum and/or lack of pacing occurring unless a certain degree of external pressure and stimulus is

injected from time to time. Accordingly, the course organisers introduced deadlines for the completion of certain stages of each task at moments which they judged opportune. So, for example, in order to encourage groups to move from the planning of their solution to the production of sample materials (ie so that they did not remain at the macro level), they received the following:

MEMORANDUM

To: Project Group Oman

From: Director General of Education
Date: 14 July 1983

1. Vital I receive actual materials. I can no longer argue for project on strength of plans alone. Further financing dependent on preparation of detailed draft sample unit/component by 5 pm.

2. Evaluation tomorrow afternoon will be conducted by BC/ODA Committees. Your project submission should be a written one which is clear and brief. A member of your team will be invited to present your proposals to the committee.

3. Project Adviser's visit expected at about 12.15 today.

Devices such as this certainly had the effect of focussing discussion on the issue at hand, although some participants felt (to quote one) that "the need to produce a 'product' got in the way of process", and that the device itself was artificial, compared to the reality of the design task itself.

Case study product and product evaluation

Following a plenary session conducted by Rod Bolitho on "Criteria for the Evaluation of Teacher Training Programmes" (see page 80) the solutions to each of the six case study design tasks were presented separately to two other case study groups, who acted as review committees. The task of the review committees was to evaluate the proposed solutions, which were presented by individuals representing the producing groups, and, if necessary, to negotiate changes where there appeared to them to be weaknesses in the proposed solutions. In fact, many seminar participants felt too little time was allowed for this evaluatory and consultative process, and in some cases groups continued to work on an improved product in their free time during the second week of the seminar.

The exercise was arranged so that resource providers sat on the committees charged with evaluating the case study for which they had provided the resource data. The resource providers were obviously free to take the solutions to their problems back with them to post, for possible implementation.

Examples of case studies

Two representative examples of the six case study products are presented below. Stage One and Two Documentation has also been included for each. In addition to the solutions to the design problems posed, there is an account of the negotiation process (the 'Process Diary') which went on in each of the two groups, as seen by a member of each group, as well as post-seminar reflections by the resource providers for the two case studies concerned, on the actual 'useability' of the solutions proposed.

1.5 CASE STUDY DESIGN TASK: OMAN

Contents

1.5.1 Stage One Documentation

1.5.2 Stage Two Documentation

A. Extract from "Report on the English Language Programme for Qaboos University, April 1982"

B. Extract from "Report on the KELT Programme in the Sultanate of Oman, February 1982"

C. List of items available at Dunford House

1.5.3 Interim materials produced by the group

1.5.4 Project Design Document

1.5.5 Process Diary

1.5.6 Comments of Resource Provider

Resource provider: Peter Bint
Chief Inspector of English
Ministry of Education
Oman

1.5.1 **Stage One Documentation**

Task

To design a suitable in-service teacher training programme, based on a package of teacher training materials for the use of local and expatriate inspectors, who will be responsible for maintaining an in-service teacher training programme to upgrade the teaching skills of expatriate teachers, many of whom have had no training in TEFL. The design should include a conceptual framework for the materials within which essential teaching skills and a basic theoretical understanding will be covered; it should be divided into units, each of which can be used for a seminar of about 4 hours, and it can include a demonstration with a real class, if recommended. The materials should be closely related to the introduction of the "English for Oman" (EFO) course at elementary and preparatory levels (ie for pupils from 9 to 15 years of age).

The Teacher Trainers

The KELT team will have the task of training local and expatriate inspectors in the use of the teacher training materials for a period of at least one year before the team is withdrawn. At present, these inspectors include Omanis, Sudanese and Sri Lankans, most of whom have attended diploma courses in TEFL in Britain.

The Teachers

The teaching force is largely expatriate and without proper training in the teaching of English as a foreign language. Out of a total of 759 English teachers employed in the Sultanate during this academic year, only 9% are Omanis, of whom two thirds are females employed in the Capital Area. The remainder is mainly composed of expatriate Arabs (53%), who come from Jordan, Sudan and Egypt, and Asians (36%), from Pakistan, India and Sri Lanka. Teaching ability and the standard of English varies widely even within these two ethnic groups. Although many teachers appear to be well-qualified on paper, there is little correlation between their qualifications and their performance in the classroom. The turnover of teachers is high and the Ministry is not convinced of the value of training them.

The Teacher Training Programme

In a report on the KELT Programme in the Sultanate of Oman, presented by the KELT Team to the British Council in February 1982, it was proposed that KELT officers based in the regions should establish a system of in-service teacher training which could be handed over to Omani counterparts or other expatriates when the KELT personnel withdrew. To give continuity and permanence to the teacher training programme a package of teacher training materials was to be developed which would be designed so that these inspectors/teacher trainers could handle them without much difficulty. The Teacher Trainer for the Capital Area, Mick Randall, had already experimented with a system of teacher training and had produced some teacher training materials suitable for the Capital Area the previous year, which were to provide a basis for the regional programme.

Because of poor communications and administrative difficulties, a system of teacher training has been developed based on groups of schools from which one school is selected as a centre, at which all the English teachers from the other schools in the group can meet. At this centre, the teacher trainer gives a demonstration lesson, which is observed by all the teachers, and then there is an immediate follow-up session to discuss and assess what happened in the lesson. The teacher trainer then arranges to see the teachers do a similar lesson in their own schools within the following few days.

The teacher training materials consist of units, which cover a particular teaching skill and which are accompanied by notes on how to organise a seminar and the necessary materials for it, such as handouts for teachers and a list of points to look for during the demonstration lesson. Each unit may also contain optional materials, the use of which would depend on the time available and the capabilities of the teachers. Four such units have been written and trialled so far, but there are still some doubts about the designing of the units and, in particular, the role of the demonstration lesson. An In-Service Teacher Trainer arrived in Oman in February 1983 to coordinate the work of the regional teacher trainers (KELT) and to develop the package of teacher training materials.

1.5.2 Stage Two Documentation

A. Extract from "Report on the English Language Programme for Qaboos University, April 1982"

THE TEACHING OF ENGLISH LANGUAGE IN THE SCHOOLS

Introduction

Before any explanation is given of the test that was administered and an assessment is made of the standard of English at 3rd Secondary level at present, it is necessary to outline the system of education in the Sultanate of Oman and the place of English language teaching in it. There are serious problems in the teaching of English in the present situation and these need to be emphasised so that the difficulties that will arise because of an inadequate standard of English at university level can be properly understood. If a serious effort was made at once to improve English language teaching in the schools, then many of these problems could be avoided.

The General System of Education

The present school system in the Sultanate of Oman offers education for children between the ages of 6 and 18. The system is divided into three levels - 6 years at elementary level, 3 years at preparatory level, and 3 years at secondary level. English is taught as a foreign language from fourth elementary level to third secondary level thus providing a total of 9 years of English for those students who complete the whole cycle. There are examinations at the end of the elementary cycle and the preparatory cycle, which students are required to pass before they are allowed to proceed to a higher level. At the end of the secondary cycle, students sit an examination for the General Secondary Certificate of Education (Taujihia) which, if their marks are sufficiently high, is a sufficient qualification for entry to universities in India, Pakistan and the Arab World. The structure of the system is shown below, including the number of hours of English taught at each level:

	Age of Student	Level	Hours of English (per week)
1.	6 - 7 years	1st Elementary	-
2.	7 - 8 years	2nd Elementary	-
3.	8 - 9 years	3rd Elementary	-
4.	9 - 10 years	4th Elementary	3⅓
5.	10 - 11 years	5th Elementary	3⅓
6.	11 - 12 years	6th Elementary	3⅓
		↓	
		6th Elementary Examination	
7.	12 - 13 years	1st Preparatory	3⅓
8.	13 - 14 years	2nd Preparatory	3⅓
9.	14 - 15 years	3rd Preparatory	3⅓
		↓	
		3rd Preparatory Examination	
10.	15 - 16 years	1st Secondary	4½
11.	16 - 17 years	2nd Secondary (Arts)	6
		(Science)	4½
12.	17 - 18 years	3rd Secondary (Arts)	6
		(Science)	4½
		↓	
		General Secondary Certificate of Education	

It should be pointed out that although, for example, the academic year for 1981-82 is from 12 September to 10 April, which with a week for half-term should allow a total of 29 weeks' work, there are many interruptions to teaching for various reasons, apart from the serious problem of students arriving late at the beginning of the school year and leaving before the end to revise for the examinations. The actual time given to teaching is extremely short. It has been estimated, for example, that about 40% of the time for English language teaching has been missed, for one reason or another, by the third secondary arts classes in the Boys' Secondary School in the Capital Area. Thus, out of a theoretical total of 232 hours of study for English 77 periods were missed (33%), which meant that only 155 hours of study took place.

The Syllabus

In 1977, the Ministry of Education agreed with the publishers, Longman Limited, that they should produce a suitable course book for teaching of English in the schools. This course, "English for Oman" has gradually been replacing the previous course book "Living English for the Arab World". By September 1982, "English for Oman" will be in use up to and including 1st Preparatory level. It is expected that "English for Oman" will be in use at 3rd Preparatory level by September 1984.

The general aims of the course at Elementary level have been the introduction of reading and writing, and the use of simple but realistic spoken language. The course consists of a teacher's book, giving the teachers instructions on how to present the material to be taught, a pupil's book and a workbook for all written work. The context of the course is closely related to the situation of the students and to the country of Oman.

At preparatory level, it is intended that there should be a considerable step-up in the level of difficulty and the scope of the course has been widened to include information about the geography and culture of Oman. The preparatory course also aims to introduce some of the more recent techniques of English language teaching, in which emphasis is on the student acquiring knowledge for himself and working with other students in the class to practise and improve his language skills (eg in pair and group work).

The results so far of the introduction of this course are most encouraging and it is expected that those students who will have been able to use this course from 4th Elementary level to 3rd Preparatory level (and possibly through the secondary cycle also, if it is continued further) will have received a thorough grounding in the essential skills of the language. The first students to benefit from using "English for Oman" through the Elementary and Preparatory cycles will be completing 3rd Secondary level in May 1988.

At present, the Secondary level course for English language consists of a number of different course books, which are being assessed for their suitability, but this means that the students are not following a well-integrated course of English studies at this level. The English Language Unit is drawing up a syllabus for the secondary level at present, which takes account of the requirements of those who will be proceeding to Qaboos University from school, and it is hoped that this syllabus will be used as a basis for a suitable publisher to produce a secondary course for Oman, as soon as "English for Oman" has reached the 3rd Preparatory level.

The Teachers

By far the most serious problem in the teaching of English in the Sultanate of Oman is the supply of suitable teachers. There are very few Omanis qualified

at present to teach English in the schools. Those that are qualified to do so are nearly all female teachers who are in the Capital Area and they are only qualified to teach at the preparatory and elementary levels. It is encouraging to be able to report that the first English Language specialists from the Men's Teachers' Training Institute will graduate in May 1982, but there are only 14 students taking the examination and those that pass will only be able to teach at elementary level. The rest of the teaching force has to be recruited from overseas.

The problem of teacher recruitment is twofold: quality and quantity. Originally most of the teachers were recruited from other Arab countries, but the increase in the total number required and the need for more teachers with an acceptable level of English to teach at the higher levels meant that the Arab countries could not satisfy the demand and it became necessary to recruit from India, Pakistan and Sri Lanka. The majority of those teachers recruited have not been trained in the methods of teaching English as a foreign language so, although in some cases teachers have a good standard of English themselves, they are not effective in the classroom. Because of the shortage of suitable teachers, which means that posts sometimes remain unfilled till late in the academic year, there is pressure on the Ministry to accept people who can speak English but who have no qualifications to teach it, and in some instances such people have been appointed. Such a policy, of course, will have a disastrous effect on the standards of English in the schools. It cannot be too highly stressed that the ability to speak English does not mean that a person knows how to teach others to speak it. It is, therefore, of great importance that something should be done to improve the standards of teaching in the schools. There should be a proper in-service training programme for all teachers of English, so that they can be taught to use appropriate teaching methods and thus become effective in the classroom.

There is a further problem in that there is a high turnover of teachers. By the time many of the teachers have settled into their jobs, become familiar with the teaching situation in the Sultanate and begun to be effective in the classroom, they leave. Some of the teachers are on secondment and are, therefore, required to return to their home countries by their governments. One way of making the teaching force more stable would be to improve conditions generally and to provide a career structure, which would enable the better teachers to improve their position, thus encouraging them to stay longer. Considerable dissatisfaction is caused by the system of recognition given to qualifications from abroad. As each country has a different system of qualifications, it is obviously difficult to assess the equivalence of a qualification from one country with that from another. However, in the case of English teachers, it would be better to establish a system that recognised qualifications and experience that are directly relevant to the teaching of English as a foreign language.

B. Extract from "Report on the KELT Programme in the Sultanate of Oman, February 1982"

Proposed Development of the KELT Programme

Since the beginning of this academic year, in-service teacher training of both Omani and expatriate teachers of English has been organised in the Capital Area on a new basis by Mick Randall. To reduce the problems caused by disruption of teaching in schools and the lack of transport, and also to keep teacher training firmly rooted in the classroom situation, a system has been developed, which is based on groups of conveniently situated schools with one school in a group chosen as a centre, where a demonstration lesson is given

for all the teachers from the other schools in the group. Following the demonstration lesson by an inspector, there is an immediate follow-up session with all the teachers who have observed the lesson, to discuss and assess what took place. Afterwards, the inspector observes each of the teachers giving a similar lesson to one of his own classes, which allows the inspector to see whether the teacher has benefited from the training session.

Each series of demonstration lessons, which is carried out in a number of different schools by two inspectors, is preceded by an evening seminar for all those teachers involved in the cycle. At the seminar, a topic is introduced, such as the presentation of the past simple, and explained. This introductory seminar allows the inspector to explain some of the theory related to the teaching point.

It is planned to carry out three or four such cycles during the course of this academic year within the Capital Area. Such a system of teacher training has proved quite successful, since it takes place in a classroom situation, and, therefore, has to be strictly practical; it involves training a relatively small number of teachers at one time, which means the teachers receive individual attention, and the amount of disruption in the schools is minimal. Between cycles, the inspectors continue with their routine inspection visits.

This system of in-service training was designed for the situation obtaining in the Capital Area, and it is not appropriate in its entirety for use in other regions, where conditions are rather different. However, the basis of this system, which is the use of a centrally placed school for a demonstration lesson for teachers from nearby schools, can be used wherever a small number of schools are within easy reach of one another.

Various modifications of this system have been tried in Dhahirah, Rustaq and Batinah this year. We propose, therefore, that teacher training is continued in all the areas and developed on this basis, to the extent that local conditions permit. Such a system seems a natural development of the area inspector's traditional role, in which he was, in effect, giving a series of demonstration lessons and follow-up sessions on an individual basis and on a variety of topics, but, unfortunately, he lacked the opportunity to observe the teacher putting his advice into practice. The proposed system is a far more efficient and economic method of teacher training, with the additional advantages of providing some input of theory (assuming there is time for an introduction to the topic before the demonstration lesson) and an observation of the effect of the training on the teacher's classroom performance.

The task of organising teacher training in the areas will, of course, be affected by the conditions in each area and by the predilections of the particular KELT inspector concerned. The topography of an area is a crucial factor. In Dakhilia, for example, the area is relatively confined and most of its schools are easily accessible, whilst in an area like Wusta, which is more open and spread out, many of the schools are isolated. Inspectors will have to adopt various strategies to overcome their local problems, but at least they will have the advantage of knowing what is likely to be the most successful method in the area they are familiar with.

It will be the job of the KELT inspectors to establish a formal teacher training component as part of the present inspection system. Although the Ministry has recruited excellent expatriate inspectors this academic year, who would undoubtedly be capable of doing some of the teacher training on their own, it will be considerably easier for the KELT inspectors, who have successfully worked alongside rather than within the established system for so long and who have more status and mobility, to introduce the necessary

changes. For all the areas, excluding Musandam which is isolated and which has only eleven schools at present, to be covered by a KELT inspector, it will be necessary for three of the KELT inspectors to cover two areas each, whilst the inspectors for the Capital Area and Janubia continue as at present. Chart 1 (p 26) shows the division of responsibilities for all the areas as well as the placement of the present and proposed inspectors.

The Ministry has already accepted the proposal that three of the KELT inspectors should cover two areas each and it was, in fact, first outlined to the area directors concerned in a letter from Bilquis Al-Khabouri, Head of the ELT Unit, in March 1981. Implementation of the proposal, however, depended on the Ministry recruiting additional inspectors to take over some of the routine work from the inspectors in the areas where they were based thus releasing them for regular visits to their additional area. There was also an understandable reluctance on the part of those area directors who already had a "full-time" KELT inspector to allow them to spend some of their time in another area. These difficulties have now been resolved for Neil Hooper and Patrick Sherwood, but John Morris has not yet been able to work outside his own area officially, because the Ministry has not yet recruited another inspector to assist him in Wusta. However, an additional Sudanese inspector has been requested for Wusta next year.

The teacher training system proposed is intended to be an extension of an inspector's normal duties and not a radical departure from previous practice. It is necessary to stress this point as it is unlikely that any system which makes great demands on the administration (eg providing transport over long distances for large numbers of teachers) and which causes considerable disruption in the schools will work in practice, even if it were to be agreed upon formally at a high level within the Ministry. A further point is that there is little value in establishing a system that cannot be continued easily by other expatriate or Omani inspectors. It has been suggested, for example, that a more centralised system of teacher training would be more effective. The teacher trainer would be based in the Capital Area and would visit the areas for brief periods to give teacher training seminars. One of the advantages of such a system, it is argued, would be the close contact with the ELT unit and its greater resources. However, this does not seem such an economic or efficient method of teacher training as there would be with an inspector based in an area, who would not have to spend nearly so much of his time travelling and would be able to spend longer in the schools with the teachers, making sure that the teachers are using the techniques suggested to them properly. Being in the area, or near to it, will mean greater familiarity with the teachers and the situation in the schools, which will be of value in planning the seminars and following them up with observation of the teachers. It has often been said in the past that people based in the Capital Area tend to lose touch with the reality of the situation in the interior. Perhaps the most serious objection to a more centralised system of teacher training is that such a system is a complete break from traditional inspection work, which is generally felt to be very useful by those who do it. There are also the problems of it probably being unacceptable to the Ministry and not surviving the presence of a few energetic KELT officers.

To give a clearer picture of how a meeting of teachers would be organised under the proposed system, a typical timetable is shown in Chart 2. Thus, in five days an inspector sees fifteen teachers for about six hours each, in which time he introduces a topic, demonstrates how it should be done in the classroom, discusses its advantages and disadvantages, and, finally sees the teacher putting it into practice with his own class. He should still have some time to talk over the lesson he has observed before moving on to another teacher. Several meetings of this sort would be necessary to cover all the

Chart 1

PROPOSED SYSTEM OF INSPECTION AND IN-SERVICE TEACHER TRAINING FOR SEPTEMBER 1982

KELT Inspector/ Teacher Trainer	Area Inspectors	Assistant Inspectors	No of Teachers
Randall	Capital Area		
	Lamki		
	Mubarak		134
	Zeinab		
Hooper	Dhahirah		
	Sheikha	Fuad	61
	Batinah		
	Abdul Moneim		102
	*BC Inspector		
Sherwood	Rustaq		
		Mustafa	67
	Dakhilia		
	Leitan		75
	*BC Inspector		
Morris	Wusta		
		*Sudanese	49
	Sharquia		
	Babiker		51
	*BC Inspector		
Barnes	Janubia		
		*Sudanese	93
	Musandam		
	Zubair		19

* Proposed new posts

teachers at one level in one area. This method makes heavy demands on an inspector's time and energy but, at least, it has been found to give positive results in most cases. An inspector covering two areas would probably only be able to complete two cycles in each area, if he was covering all the teachers. It may prove to be better if, for some cycles, teachers are selected, possibly because they are in need of special help with a particular skill. If we compare the amount of time the inspector spends with a teacher through routine visits with the time spent on teacher training cycles, the inspector would spend a maximum of six hours (ie three visits) on visits compared to approximately twelve hours on teacher training (ie two teacher training cycles).

Chart 2

PLAN OF ARRANGEMENTS FOR A TEACHER TRAINING SEMINAR

Day	Activity	No of Schools	No of Teachers
1	Administration (eg when inspector will visit) Problems Slot Demonstration Lesson Follow-up Session	1	15
2	Observation of teachers doing similar lessons in their own schools	2	4
3	"	2	4
4	"	4	4
5	"	2	3

C. List of items available at Dunford House

1. Education Profile of the Sultanate of Oman. Information on Geography, Culture and Educational Development.
2. Recorded Interview with Head of ELT Unit on the aims of the Teacher Training Programme and her assessment of its effectiveness. (Used as an introduction)
3. Minutes of Meeting on Development of Materials. (Not used)
4. Sample units of Teacher Training Materials. (Not used)
5. Copies of "English for Oman" Course Books. Teacher's Books and Students' Books 1, 2 and 3.

NOTE: Peter Bint was himself available as a 'resource' for the group.

1.5.3 **Interim Materials Produced by the Group**

A. Aim of Training Programme

To devise a programme of in-service training to provide for the most effective use of the course "English for Oman" now used in the elementary system. This programme will be designed for use by both Omani and expatriate inspectors who will also take on the role of teacher trainers.

B. Content of Training Programme

A series of ten seminars will be held at centrally located schools within each of the education areas over a period of two years. There will also be a workshop at national level immediately preceding the academic year as a bridge between the two year seminars. It is recommended that the duration of the workshop be two weeks.

Each seminar will have the following structure:

1. Orientation
   - Pre-reading and listening tasks to be undertaken by individual teachers prior to the task.
2. Activation
   - Plenary sessions based on topic of pre-seminar tasks including discussion and analysis.
   - Demonstration classes.
   - Planning and preparation.
   - Micro-teaching.
3. Practice
   - Inspectors will visit individual schools and observe teachers in their own classes using materials prepared at the seminar.
4. Evaluation
   - Both teachers and inspectors will evaluate programme.

Supplementary

It is hoped to set up area teacher centres to provide self-access facilities (books, tapes, etc) in the near future.

C. Action Schedule

1. Decision to be taken on which one of ten proposed topics for seminars is to be treated in depth.
2. Re-examine relevant sections of coursebooks and available reference/ resource materials.
3. Decide on format of unit chosen for in-depth treatment.
4. Decide on whether the unit should be written by the whole group or sub-groups.
5. Attempt to write out unit.

Problems related to achievement of objectives

1. Form and significance of evaluation of seminars / of teacher performance
2. Role of demonstration lessons.
3. After KELT - what?
4. Use of limited time available for seminar.
5. Need to consult resource provider before proceeding.

Confidential

Budget

It is suggested that the sum of £50,000 be allocated. This represents the expenditure of only £75 on each of the 660 teachers of English.

1.5.4 Project Design Document

A PROPOSAL FOR AN IN-SERVICE TEACHER TRAINING PROGRAMME FOR TEACHERS OF ENGLISH AT ELEMENTARY SCHOOLS IN OMAN

Contents

1. English in Oman - The Present Situation
   - 1.1 The General System of Education
   - 1.2 The Syllabus
   - 1.3 The Teachers
2. Aims and Objectives
3. Summary of Constraints
4. Project Outline
   - 4.1 Course Outline
   - 4.2 Unit Format
5. Sample Materials
   - 5.1 Pre-reading and tasks
   - 5.2 Exploitation of pre-reading material
   - 5.3 Notes for teacher trainers/inspectors
   - 5.4 Micro-teaching: observation checklist
   - 5.5 Observation checklist (for inspectors)
6. Further Recommendations

1. ENGLISH IN OMAN - THE PRESENT SITUATION

1.1 The General System of Education) See pages 21-23
1.2 The Syllabus) of Stage Two
1.3 The Teachers) Documentation

2. AIMS AND OBJECTIVES

2.1 Overall Aim:

To upgrade the skills of ELT teachers in Omani elementary schools and enable them to make the most effective use of the "English for Oman" course.

2.2 Objectives:

2.2.1 To provide a programme and supporting materials for use by expatriate and Omani inspectors/teacher trainers and teachers. This programme will be capable of adaptation to the needs of preparatory and secondary school teachers of English as further books within the course are introduced into these schools.

2.2.2 To enable the teachers to use basic EFL techniques.

2.2.3 To provide teachers with an elementary understanding of the theoretical principles underlying these techniques.

2.2.4 To improve teachers' linguistic competence, especially in the area of classroom language.

2.2.5 To encourage teachers to take a more active role in the in-service training programme through negotiated activity and self-evaluation.

2.2.6 To provide for on-going evaluation of the programme.

3. SUMMARY OF CONSTRAINTS
(Note: Reference to these will be found in Section 1 (English in Oman - The Present Situation)

1. No permanent Omani teaching cadre.

2. Heavy dependency on expatriate teachers so turnover rate very high (average period of stay - 3/4 years).

3. Low quality of expatriate recruits to cadre (many are experienced teachers but have no real EFL expertise).

4. Quality of teachers' notes and coursebook.

5. Financial resources lacking for the holding of an induction course for newly-arriving recruits.

6. Manpower resources in relation to scale of problem: number of teachers vs number of trainees.

7. Geographical factors - communications, distances, distribution of schools.

8. Period of time available for training (length of academic year in reality is very short).

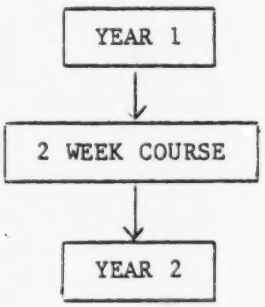
9. Length of time for which teachers can be withdrawn from classroom for training.

10. Professional competence and expectations of Omani and expatriate inspectors who are to use training material after KELTs are withdrawn.

4. PROJECT OUTLINE

4.1 COURSE OUTLINE

The course will cover a period of two academic years. During each of the years there will be three one-day seminars. A 2-week course will take place between academic years.



YEAR ONE

1. Lesson Planning and Presenting Language
   (Variety of activities, use of aids (as required by "English for Oman"))

2. Practising Language (i)
   (Drills, classroom organisation, dialogues)

3. Early Reading
   (Methods, including bb, flashcards, phonics, whole words)

TWO WEEK COURSE (at end of Year 1)

1. Writing (i)
   (Handwriting, copying, blank-filling)

2. Writing (ii)
   (More open-ended writing tasks)

3. Practising Language (ii)
   (Games, role-play, groupwork etc)

4. Evaluation
   (Constructing tests etc)

YEAR TWO

1. Reading Texts

2. Presenting language (ii)

3. Integrated Activities

TIME	STAGE	EXEMPLIFICATION
PRE-SEMINAR	ORIENTATION	Pre-Seminar reading material and recorded cassettes
	ACTIVATION	Pre-Seminar individual tasks
IN-SEMINAR		Group Work - creation of agreed group plans Peer teaching Micro-teaching Feedback
	APPLICATION	Individual lesson planning
POST-SEMINAR		Teaching planned lessons
	EVALUATION	Observation of lesson by Inspector to include self-assessment by teacher

30

5. SAMPLE MATERIALS FOR OMAN TEACHER TRAINING COURSE, UNIT 2: PRACTISING LANGUAGE

5.1 PRE-READING AND TASKS

A. Revision In Unit 1 we looked at the presentation of new language items. For example in lesson 44 (Book 1) the language item is " 's " eg "This is Nasir's ball."

Task 1 What language items are presented in the following lessons?

Teachers Book	Lesson	Page	Item	Example
1	15			
1	52			
2	Unit 8 L.1			
2	Unit 11 L.1			
3	Unit 7 L.1			

For different language items, the Teacher's Books suggest different methods of presentation. eg In Lesson 44 the teacher collects possessions from 6 different pupils and uses them to present 6 model utterances, eg "This is Fatima's pen".

Task 2 What other possessions would be useful for similar model sentences exemplifying this language item?

1. _____ 2. _____ 3. _____

Write the model sentences:

1.

2.

3.

Other new items are presented using pictures, blackboard drawings, real objects etc.

Task 3 What aids for presentation are used for the following language items?

Language item	Book/Lesson	Aids
1. Imperatives	1 34	
2. Object pronouns	2 U.15 L.1	
3. Whose _____ ?	3 U.10 L.1	

B. After presentation of new language items, we need to get students to practise them. There are many ways of providing oral practice for your students. Among these are repetition, question and answer and drilling.

Task 4 Read the following comments and write down whether you agree or disagree with them and why.

1. Repetition

a. Constant repetition is the only way to fix new items of language in the memory.

b. Repetition helps the students to gain confidence and get their tongues round difficult sounds.

c. Repetition is childish, boring and a waste of time.

2. Questions and answers

a. Answering questions is the best form of practice for students because it tests if they've understood or not.

b. Asking questions is useful because it gives students a chance to speak.

3. Drills

a. Drills are very important if students are to remember what they've learnt.

b. The problem with drills is that the students can do them without thinking.

c. Drills are boring and meaningless for the students.

C. These types of practice require different classroom techniques and classroom organisation, but all language practice is always done at a quick pace.

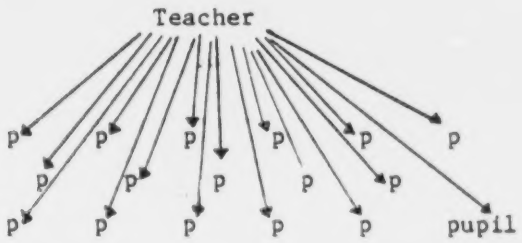
a. Different techniques

Types of practice	Book/Lesson	Technique
1. Repetition	1 1	T provides model. Ps repeat in chorus (whole class); then in groups; then individually
2. Question and answer	1 15	T asks Ps questions individually and as a class. Ps ask each other questions in pairs.
3. Substitution	2 12	Ps make sentences from substitution tables.
4. Simple dialogue		

b. Classroom organisation

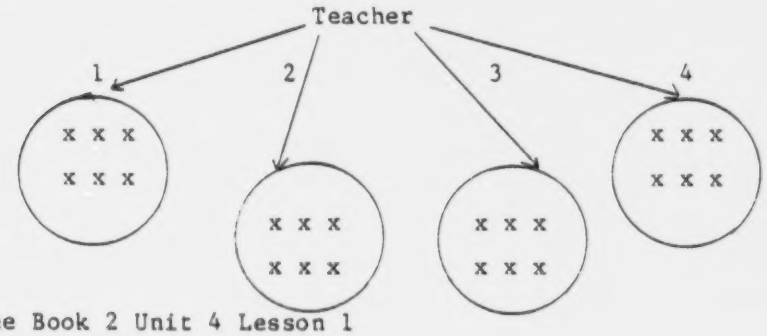
For language practice activities you can organise your classroom in many ways. Here are some examples:

1. The teacher speaks to the whole class and gets them to repeat all together in chorus.



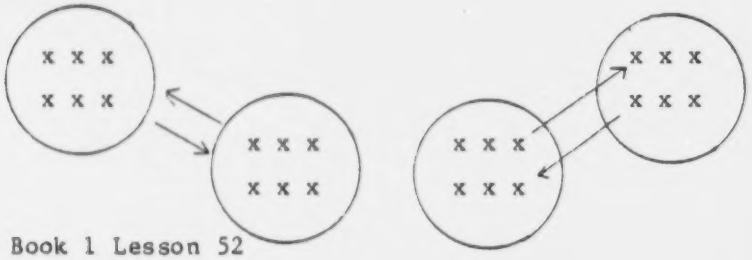
See Book 1 Lesson 1

2. The teacher divides the class into groups and speaks to each in turn, asking for repetition or answers to questions.



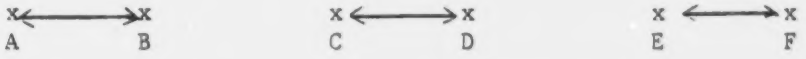
See Book 2 Unit 4 Lesson 1

3. The teacher tells one group to ask a question in chorus to another group which then answer. Or he asks one person in one group to ask a question to another person in another group who then answers.



See Book 1 Lesson 52

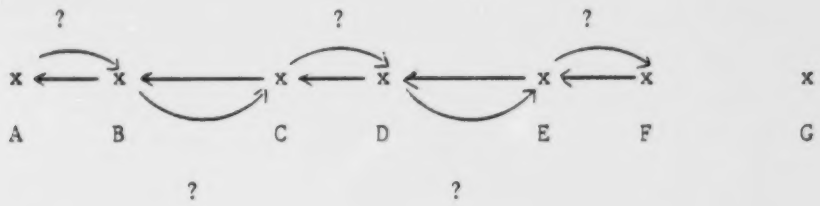
4. The teacher divides the class into pairs and the two students carry out a drill or a question and answer exercise between themselves.



See Book 2 Unit 2 Lesson 3

This arrangement can be used for a chain drill (see Book 1 Lesson 14).

5. Pupil A asks pupil B a question. B replies and then asks C the same question. C replies and then asks D, etc etc and so on round the class.



See Book 1 Lesson 14

Task 5 Why do you think group and pair work are important? What are the advantages?

1.
2.
3.
4.
5.

Task 6 Now read the article "Advantages of oral practice in pairs and groups".

How many of the same points did you think of?

1.
2.
3.
4.
5.

D. Cueing oral practice

As with the presentation of new language items, there are several ways of cueing oral practice. In Teachers Book 2 U.2 Lesson 1, the practice is cued using pictures used in Book 2.

Task 7 Find 3 other examples

Book/Lesson	Cue used
1.	
2.	
3.	

E. Errors

(i) The practice stage of each lesson, gives the pupils an opportunity to use the new language item many times in a variety of situations.

Therefore it is very important that each student gets an opportunity to practise the new item correctly.

This means that when a pupil makes an error with a new item, it should be corrected. Some general methods of correction are:

1. Give the pupil a chance to correct the error himself.

2. Ask another pupil if he can correct the error.

3. Correct the error yourself.

(ii) Now look at Teacher's Book 3, section C9, page 6. Are the steps the same?

F. Recorded cassette. Listen to the cassette and see if it can help you in your teaching.

TAPESCRIPT

We hope that the language on this tape will be useful to you in your classroom. It is presented here so that you can practise at home any words or sounds you find difficult.

Listen to the examples and practise them until you are happy with your pronunciation.

Get into your groups ..... get into your groups.

Turn round ..... turn round.

Listen ..... listen .....

Take out your books ..... take out your books .....

Look at your books page 12 ..... look at your books page 12 .....

Say after me ..... Say after me .....

What is this ? ..... What is this? .....

What is that ? ..... What is that? .....

Whose is this ? ..... Whose is this? .....

He's a boy ..... He's a boy .....

It's a dog ..... It's a dog .....

That's a pen ..... That's a pen .....

5.2 EXPLOITATION OF PRE-READING MATERIAL

G. Task 8 Refer to the following lessons in the teachers' books. Answer the questions below about each lesson.

1. What cues are used to get children to speak?

2. Which of the following kinds of interaction takes place:
   - children speak as a whole class
   - children speak in groups
   - children speak in pairs
   - children speak individually
   - one group speaks to another group
   - a chain drill
   - no instructions are given

(Expected Answers)

a. Book 1 Lesson 40 (oral)

Cues: (b/b pictures of cat and dog)

Type of Interaction: (children speak individually)

b. Book 1 Lesson 52 (oral)

Cues: (objects)

Type of Interaction: (one group speaks to another)

c. Book 1 Lesson 14 (oral)

Cues: (questions)

Type of Interaction: (chain drill)

d. Book 1 Lesson 71 (oral)

Cues: (wallpicture 6)

Type of Interaction: (children speak individually)

e. Book 1 Lesson 27 (oral)

Cues: (actions)

Type of Interaction: (pairs)

f. Book 2 Unit 7 Lesson 1 (oral)

Cues: (picture in book)

Type of Interaction: (individually ?)

g. Book 2 Unit 3 Lesson 1 (oral)

Cues: (mime)

Type of Interaction: (whole class)

h. Book 2 Unit 16 Lesson 1 (dialogue)

Cues: (picture + text)

Type of Interaction: (groups)

Task 9 Choose one of the above lessons a. to g. and, using the standard Omani lesson plan format, write a lesson plan for that lesson, making sure to include:

i. the cues which will be used to get children to speak (objects, actions, mime, pictures in book or on blackboard, questions).

ii. the type(s) of interaction which will take place.

Space for lesson plan

5.3 NOTES FOR TEACHER TRAINERS/INSPECTORS

Seminar Timetable

A.	Pre-reading and tasks	Before seminar
B.	Registration, opening, review of pre-reading and individual tasks	7.30 - 8.30
C.	Groupwork	8.30 - 9.30
D.	Breakfast	9.30 - 10.00
E.	Peer teaching and preparation for microteaching	10-00 - 10.30
F.	Microteaching and feedback	10.30 - 12.00
G.	Planning of activation in schools	12.00 - 12.30
H.	Observation in Schools	4 days post-seminar follow-up

ACTIVATION - GROUP WORK

1. Planning (7.30 - 9.30)

Discuss with the whole group their answers to the pre-reading Task 1. Divide participants into small groups (4-5 per group). Groups should appoint a chairman and secretary, and choose the best lesson plan from pre-reading Task 2. Try to ensure not all groups choose the same lesson. They should then work out how they would use or improve on this plan to teach the oral practice part of the lesson. (Make sure the groups limit themselves to oral practice and do not go on to plan reading and writing activities.)

2. Peer teaching (10.00 - 10.30)

Having planned their oral practice section of the lesson, each group should appoint one member to be the "teacher". The teacher may then practise teaching the other members of the group if time allows. While this is going on the trainer should get children from elementary IV and V ready for the microteaching to follow.

3. Microteaching and Feedback (10.30 - 12.00)

The "teacher" from one group should teach the planned practice stage, followed by plenary discussion by all the participants. Repeat this with each group. During the microteaching, participants should fill in the matrix provided for lesson observation.

4. Planning Application in Schools (12.00 - 12.30)

Assign participants to plan the next lesson they will teach with their class, including appropriate practice activities. Arrange when you will visit each teacher for follow-up observation.

5. School Observation

During follow-up observation use the checklist provided as you observe the lesson. After the lesson discuss it with the teacher, trying to pick out good points in the lesson and giving encouragement, support and advice. You may need to visit some teachers more than once.

5.4 MICRO-TEACHING: OBSERVATION CHECKLIST

UNIT 2

1. As you watch the group demonstrations of techniques, tick the boxes according to what you observe.

	Group 1	2	3	4	5	6
Type of Cue						
Question						
Action						
Statement						
Picture (in book)						
Picture (on b/b)						
Wall picture						
Mime						
Repetition						
Objects						
Type of Interaction						
Chain drill						
Teacher/individual						
Pair work (adjacent)						
Group/teacher						
Group/group						
Pair work (random)						

2. As you observe the demonstrations, indicate whether the performance is satisfactory (√) or unsatisfactory (x)

	Group 1	2	3	4	5	6
Pace of activity						
Staging of activity						
Pupil participation						
Clarity of instructions						
Clarity of voice						
Encouragement of pupil efforts						
Awareness of pupil error						
Correction of pupil error						
Control of language						

5.5 OBSERVATION CHECKLIST

Name of teacher: School:

Date: Class:

No in Class:

A. Lesson

Skills taught
- Reading
- Oral
- Listening
- Writing

Skills used by pupils
- Reading
- Oral
- Listening
- Writing

Lesson Structure

Teaching Materials
- Direct from text
- Adapted from text
- Supplementary

B. Execution of Lesson	Satisfactory (✓)	Unsatisfactory (x)
Use of blackboard		
Use of other aids		
Pace of lesson		
Balance of activities		
Pupil participation		
Attention to individuals		
Awareness of error		
Correction of error		
Clarity of instructions		

Techniques used: (+ comments)

Technique	Comment

C.

Teacher	Satisfactory	Unsatisfactory
Control of language		
Sensitivity to pupils' language level		
Encouragement of pupils' efforts		
Relationship with class		
Clarity of voice		

1. Comment on trainee's role and performance in classroom.

2. Evaluation of trainees's self-evaluation (to be completed after discussion with teacher).

Lesson aim achieved? YES/NO

Comments:

6. FURTHER RECOMMENDATIONS

We would strongly recommend that:

1. The production of Books 5, 6 and 7 and the Revision of Books 1, 2, 3, 4 go ahead as speedily as possible.

2. All English teachers - Omani or expatriate - be obliged to attend the 3 teacher training seminar/workshops in Year 1, the August 2 week course and the 3 seminar/workshops in Year 2. Headquarters be told by the Ministry to make provision for release of teachers.

3. A standard Omani teacher training certificate be given to all teachers who attend all seminars and successfully pass inspections over two years.

4. Consideration be given to giving salary increments to teachers on gaining of certificates.

5. Inspectors be renamed "inspector/teacher trainer".

6. Where possible potential Omani inspector/teacher trainers be quickly identified and trained in order to take over from KELT experts. In this regard the RSA experiment should be continued.

7. This programme be continuously monitored, evaluated and revised by the project team and the senior inspectorate, and senior Ministry personnel.

PROJECT TEAM MEMBERS

Prodder 1: Harley Brookes

Prodder 2: Paul Woods

Prodder 3: Stuart Greenhalgh

Prodder 4: David Clarke

Clerk: Tony Wright (Prodder 6)

Prodder 5: Sallie Buchanan

1.5.5 Process Diary

Group processes - Oman and beyond

It may be significant that I feel reporting on 'group processes' a face-threatening act. It is so easy to accuse the reporter of pretentiousness (manual dexterity, even) that I shy away from the business by stripping the report to all but its skeletal outlines. As I look back now, 2 months on, I see that what I presented as our (Oman's) 'process diary' was just that. At some risk of falling foul of the more pragmatic (but nonetheless sympathetic) readers of this report, I intend by retrospection and necessary introspection to reconstruct some of the processes that went on in our group. I also mean to draw some personal conclusions from my experience of the case study that may help me to try to make some more general points about teacher training.

1. We haven't a common language. Referring to my previous remarks, I sense that we lack the means to translate our observations, perceptions, revelations and more into some objective and recognisable language. Quite simply, we do not know enough about group processes and how to observe them, record them and communicate them. How, for example, do I explain the fact that no one ever questioned my self-adopted role of flip-chart operator? No one even commented on whether or not it was necessary or desirable. It became a part of our working pattern to brainstorm ideas, and to have them written up. I was obviously orchestrating the process. Did I realise? There was no reason to think, at the time, that I was directing operations. This is only in hindsight, really. Can anyone explain without delving into a vague psychological metalanguage?

Another example, perhaps more fundamental. After our first session, the difficult beginning to any venture - serious or otherwise - the idea of the 'diary' was hardly mentioned again. Was everyone too involved in our practical problem and its solution to bother about how we solved it? Or was this unimportant, or too distracting or time-consuming? Evaluation was not 'built in' to our process, although I feel we sub-consciously evaluated our efforts by taking some trouble to produce a relatively coherent and presentable document. We all seemed to derive some pleasure from seeing the final product assembled.

2. Orientation - the well-travelled binary. Yes, we were product-oriented. No conflicts precisely because of this. So little argument, such a coherent unit (except when the cunningly-sited TV beamed out the Test Match). It raises important questions about the sort of tasks we set our trainees - a case study seems inherently to be product-oriented, especially when there is a 'real' person providing input and, to an extent, helping frame the task. A simulation may be more process-oriented - it's not for the 'real world'. Involvement is at a different level.

I clarify this with reference to the small-group work of the second part of the seminar. The small groups of the second week were much less product-oriented. Conflicts arose because of this. No coherent pattern emerged from being tossed from group to group. The problems set and the time available were incompatible. We invested time and effort in Oman, but what about the more open-ended examinations of Korean and Somali situations? Plenty of ideas, lots of discussion, no product.....more or less satisfying?

In the wider context of the seminar, the first week was the most satisfying workwise - the closed circle of a small group, a certain

territoriality about the Cobden Library was lost in the mass of input of the second week. And yet paradoxically the second week was more process than product-oriented.

3. What do you think? What are your answers? Closed or open tasks? But no matter how hard you try when you set the task as open or closed, process or product, the outcome will naturally depend on the participants' interpretations of the task and the ensuing process. As teacher trainers, this is a major dilemma and yet one we do not know the answer to. Do we desire outcomes or do we desire processes of discovery, a judicious mixture or what when we put our trainees into a workshop? Do we want the participants to introspect on their processes? Or will that get in the way of a pre-determined outcome of our own design? For me these are questions that will baffle me during the coming year. Maybe try the same task with different groups in different places and see what happens? Perhaps some answers will emerge, although I shall have to gauge the reactions against the necessity of providing tasks with answers, because that's what is wanted. Back to the 'real' (?) world where some parties want results, soon. The 'real' world wants products, paper-bound. Perhaps the fact that they have no real inkling of processes is an advantage. The participants may have a say in the product and embody it to some degree. But there's no guarantee of process transfer in teacher training. At our present stage, it's a matter of luck rather than judgement. Is this a reflection of our relatively woeful lack of a 'process language'?

Tony Wright

1.5.6 Comments of Resource Provider

1. Initial Reactions

As members of the KELT team in the Ministry of Education we were very pleased to learn that our work was to be the basis of one of the case studies at Dunford House. It showed that somebody in the Council knew about and was interested in our work on teacher training. We hoped that discussion of our problems would throw up ideas we had not thought of, and that it might even result in some useful materials being produced for us. My own reaction was to want to provide as much detailed information as possible about the programme, but those with experience of Dunford advised me to allow the study group as much freedom as I could so that their creative energy was not channelled along exactly the same route that we had already established for ourselves.

2. The Role of the Resource Provider at Dunford House

At first, I expected to spend most of my time with the 'Oman group', and although I had been assigned as a participant to another group, I did not have nearly as much interest in it. However, as the course directors were keen to keep the role of the resource providers strictly to the level of providing information, I accepted this and soon found that I was getting involved and interested in the new case study. As it happened I was usually only required by the Oman group for a few minutes at the end of some of the sessions to give basic points of information or to say whether I thought a particular idea was feasible or not. It was, however, always a temptation to discuss points in detail and to explain the various problems associated with them. In retrospect, it might have been better if such communications had been confined to written questions and answers, which would have ensured that only the essentials were dealt with.

3. The Evaluation

The evaluation procedure was the least satisfactory part of the work on the case studies. I did not have sufficient time to study the final report submitted by the 'Oman group' and I was the only person on the evaluation committee who was familiar enough with the situation to discuss the report in any detail with the group's representative. It was also a rather formal situation with limited time available, factors which inhibited a wide-ranging discussion of the issues involved. I would have much preferred a full session with the Oman group to discuss their report in detail with them, and I am confident that this would have led to the production of further useful ideas and comments.

4. The Results

Considering the time available and the simulated pressures they were subjected to, I thought the Oman group succeeded in producing a remarkably well-presented report which contained some good ideas and useful sample materials. I think the most important points for the programme in Oman will prove to be the outline for a fully integrated in-service training programme, the use of recorded cassettes for the teaching of classroom language and the design of appropriate observation sheets. The sample materials on Practising Language and Classroom Organisation can be usefully incorporated into the units we are working on at present. The proposals for more peer-group and micro-teaching in place of a full demonstration lesson will need careful consideration as this has long been a controversial point.

In my opinion, the most important results of such case studies are the reassurance of having professionals from outside the country examining the situation and coming up with similar solutions, the publicity given to the valuable work that is already being carried out, and an awareness by other KELT officers that ideas and materials are being used that might suit their own situations. For example, some of the work being developed in Oman might prove useful in Sudan. I very much hope, therefore, that future courses at Dunford House will concentrate on detailed case studies in a similar way, whatever the particular subject might be, and that they will provide as much interest and satisfaction as they did for Dunford '83.

Peter Bint
Chief Inspector of English
Ministry of Education
Oman

1.6 CASE STUDY DESIGN TASK: HONG KONG

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1.6.4 Process Diary

1.6.5 Comments of Resource Provider

Resource provider: Margaret Falvey
Teacher Trainer
British Council Direct Teaching of English Operation
Hong Kong

1.6.1 Stage One Documentation

Background

At any one time the Centre teaches up to 12,000 students on general English courses and courses designed for special groups. The bulk of this teaching takes place in the evenings in the main Centre and two outside centres. In addition ESP Courses are provided for between 100-150 students. These classes usually take place during office hours on the sponsors' premises. Approximately 120 teachers are required to staff the above programmes.

Basic Training Requirements

In order to meet immediate in-house staffing requirements for courses held on the Centre's premises and to comply with standards set down in the Code of Professional Practice (COPP), the Centre runs teacher training courses leading to the Royal Society of Arts Preparatory (Prep) and Further Education (FE) Certificates. The Centre also runs a Professional Support Group system (PSG) designed to provide professional and personal support to individual teachers, to facilitate communications and to ensure maintenance of standards. This involves a fortnightly classroom observation and follow up session with each teacher together with 3 group meetings per term.

Further Training Requirements

The size of the RSA and PSG programmes requires the delegation of a variety of functions, including training roles, professional supervisory roles and professional administrative roles. The size of the institute itself requires the delegation of administrative supervisory roles (such as the day to day supervision of outside Centres). The increasing size of the ESP programme will soon require the delegation of professional supervision and responsibility for the day to day administration of ESP programmes.

The organisation of these functions into either separate administrative and professional roles or into separate professional areas is not practical because of constraints such as the location of outside centres, the unsocial hours of the bulk of the teaching and the need for flexibility at senior staff levels in order to maintain senior staff manpower during 12 months of the year.

Supervisory staff are therefore required to perform a variety of functions which may sometimes appear to be in conflict (ie professional support versus administrative supervision). Such staff are usually selected from the pool of existing teachers and therefore have to adapt to a change of status as well as new responsibilities. Previous administrative or supervisory experience is rare.

Task

Our task is to design a training programme to:

1. prepare newly appointed supervisory staff for the immediate demands of their new roles (listed below).

2. lay a foundation for further training leading to the extension and development of these roles.

Immediate roles for supervising staff

1. Teaching Practice Supervisors for the RSA Prep Courses.

2. Professional Support Group Leaders.

3. Responsibility for the day-to-day administration and supervision of outside centres.

4. Team members involved in needs analysis and syllabus and course design for both ESP and general courses.

1.6.2 **Stage Two Documentation**

A. SENIOR TEACHER

Job Description

Reports to DOS and ADOS

DUTIES

Senior Teachers act as the Officer-in-Charge of the Centre in which they are working on duty and provide admin/professional support to the DTEO.

PROFESSIONAL

1. Teaching fifteen hours per week at levels and times specified by DOS.

2. To monitor and provide support to other teachers under the direction of DOS, TT and ADOSs. This may include observations and follow-up of RSA Preparatory Certificate Course candidates.

3. Informing Head of Resources via DOS of deficiencies in resources and equipment by completing a duty checklist whenever on duty.

4. 4.1 Liaising with DOS and Helen Yim over normal substitutions.

   4.2 Checking that teachers are present and arranging emergency substitutions.

   4.3 Informing DOS of illness or absences of teachers, which occur after normal office hours.

5. To follow up with teachers such professional/administrative matters as DOS delegates, eg:

   5.1 ensuring that Student Information Sheets are distributed.

   5.2 ensuring that re-registration forms are issued on time.

   5.3 ensuring that student records are completed and that progress tests and end of term tests are done on time.

6. To act as team leaders during training weeks as specified by DOS/TT.

7. Doing occasional 'one off' assessments as required for individual applicants registering for classes after normal registration has finished.

8. Training to become assistants to ADOS in ELTS and Cambridge Examination Testing (separate payment is made for this).

9. Assisting an ADOS with assessment three Sundays per year (separate payment is made for this).

ADMINISTRATIVE

1. To be the focal point for queries, emergencies etc, in the event of fire, accident or death on the premises.

2. To know what procedures to follow in the emergencies listed above.

3. To act for ELO as Fire Officer during evening duty hours. Reports on breaches of fire regulations should be made to ELO through DOS.

4. To report problems which occurred the previous night and action which was taken to DOS the following morning.

5. To report problems re premises to DOS.

6. Duty Officers in the Causeway Bay and Kowloon Centres are responsible for ensuring that these centres are left in a fit state for lessons which take place on the following morning and for overseeing the security of Council equipment and materials at the end of each evening.

CONDITIONS OF SERVICE

Senior Teachers are required to work a forty hour week on a flexi-time basis to be agreed in advance by DOS. Non-teaching hours must be worked in Easey Commercial Building so that Senior Teachers are available for consultation by ADOS, TT and DOS.

B. ADOS

Job Description and Short Term Objectives

DUTIES

Assistant Directors of Studies provide professional supervision, counselling and support to teachers and administrative support to DOS. They work as a team and report to DOS.

The main aim of the job is to keep in close touch with what is going on in the classrooms/courses in order to provide both professional guidance, quality control and coordination within and between the levels in the teaching programme and to support TT in the training of new teachers engaged in the Preparatory RSA Course.

ADOS will:

1. monitor teaching standards and methods within a sytematic programme of class visits and follow-up discussions, involving counselling and support for the group of teachers for whom they are responsible. This includes programmed visits to all centres in the evenings.

2. support TT in the running of the Preparatory RSA Courses, ie lesson preparation, observation and follow-up with teachers and TT, and involvement in normal pre-service and in-service training as required (eg work/training weeks).

3. provide feedback and evaluation of materials and texts used in classrooms and make suitable recommendations to DOS and ELO.

4. recommend the purchase/development of supplementary materials to fill any gaps not covered by the texts.

5. teach 6 hours a week at levels and times specified by DOS.

6. act as administrative ADOS by rota to assist with:

   i. administration

   ii. coordinating ELTS sessions throughout the year

   iii. training examiners for FCE, CPE and ELTS.

7. provide general admin support as required by DOS including weekly meetings. Although hours are flexi-time, core time is generally accepted as 1000 to 1600 hours.

8. be responsible for organising the smooth operation of assessment Sundays by rota. The normal incidence is once per term.

9. carry out Saturday morning duties by rota. This includes checking of registers, record of work and assessment markings.

10. assist with timetabling on a rota basis.

Short term objectives in the above areas should be agreed with DOS and reviewed at regular intervals.

C. TEACHER TRAINER

Reports to ELO on policy and professional matters.

Liaises with DOS on integration of training programme with timetable.

DUTIES

The Teacher Trainer is responsible for the training of professional ELT staff with the DTEO. This involves the assessment of DTEO professional training needs at all levels, and subject to the approval of ELO, the design and implementation of courses, and follow-up to evaluate courses against objectives.

1. To establish and maintain positive attitudes towards pre-service and in-service training.

2. To be Course Director for the one-year RSA FE Cert TEFL Course for experienced teachers, coordinating the teaching, and teaching on the course.

3. To be Course Director on the RSA Preparatory Cert TEFL Course, ensuring that group sizes reflect both DTEO staffing needs and country policy on ELT training support work, coordinating the teaching, and teaching on the course.

4. To assess the need for, design, coordinate and teach on other in-service programmes designed to broaden perspectives and develop potential in professional staff, such as:

   a. Bridging the gap between RSA Prep and FE

   b. Post-FE training for teachers

   c. Training of senior teachers

   d. Training of ADOSs

   e. Training of potential senior staff to meet DTEO needs

5. To keep ELO and DOS informed of individual teachers' development and progress so that ELO and DOS can take appropriate action in matters such as contractual appointments and timetabling etc.

6. To contribute to external teacher training programmes, as indicated by country policy, when workload allows this.

7. To be responsible for the selection of teachers for entry to RSA Prep and RSA FE Courses, and act as official coordinator with RSA Board.

8. To design, organise and implement (including training where necessary) a quality control monitoring system.

9. To organise and maintain teacher professional support groups (including training where necessary).

10. To groom potential assistant teacher trainers.

11. To ensure own professional updating and improvement.

OBJECTIVES

To carry out duties in job description within the terms of reference (professional needs of DTEO) set by ELO - see below.

Terms of reference

To establish (if necessary) and maintain standards of excellence in the teaching in the Institute commensurate with the British Council charter.

1. To create and maintain positive attitudes towards training.

3. To enable senior professional staff to determine priority areas in the light of an informed overview.

3. To enable senior staff to see the need for planning their work in terms of objectives.

4. To consolidate and maintain the spirit of team work amongst DTEO staff.

5. To broaden perspectives for senior staff in terms of recognising teacher potential.

6. To broaden perspectives and develop potential in teaching staff.

7. To ensure an on-line supply of a pool of previously trained teachers and senior professional staff to meet present needs and to cater for expansion if needed.

8. To continue and maintain standards already achieved on externally validated teacher training course.

9. To establish and maintain a system to ensure quality control.

1.6.3 **Training Proposals**

From: Hong Kong Group

Date: 15 July 1983

HONG KONG CENTRE: TRAINING PROPOSALS FOR SENIOR TEACHERS

1. We enclose documents containing our analysis of the training needs of the Senior Teachers cadre of the Hong Kong Centre together with our suggestions for meeting these needs in terms of content and processes of training.

2. We have opted for a macro to micro set of statements with some sample specifications of training tasks. We do not include a fully worked-out syllabus or detailed course timetable, since modular flexibility would appear to be more appropriate given the varying numbers and widely differing experience of trainees. We envisage the task specifications as forming an on-line resource bank from which a particular course could be built up.

3. Our decision is reflected in the ordering of the papers, which is as follows:

1. Course Description Model

2. Senior Teacher Training Specification

3. Channel Expansions

3.1 Needs

3.1.1 Needs/Focus = Awareness

3.2 Syllabus/Focus = Content

3.3 Syllabus/Focus = Content
Area = Managerial

3.4 Syllabus/Focus = Content
Area = Professional

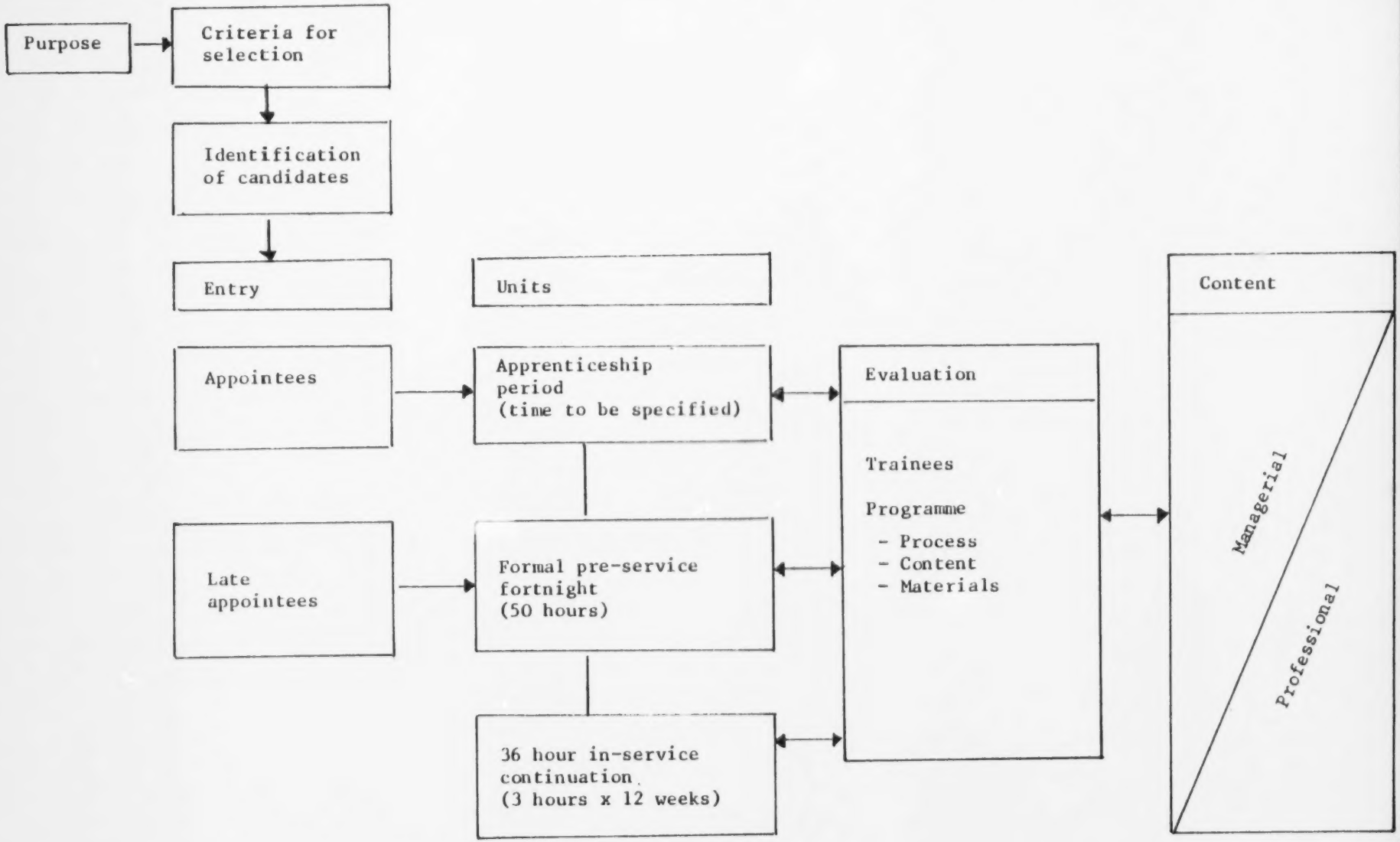
3.5 Syllabus/Focus = Process

4. List of references for some areas

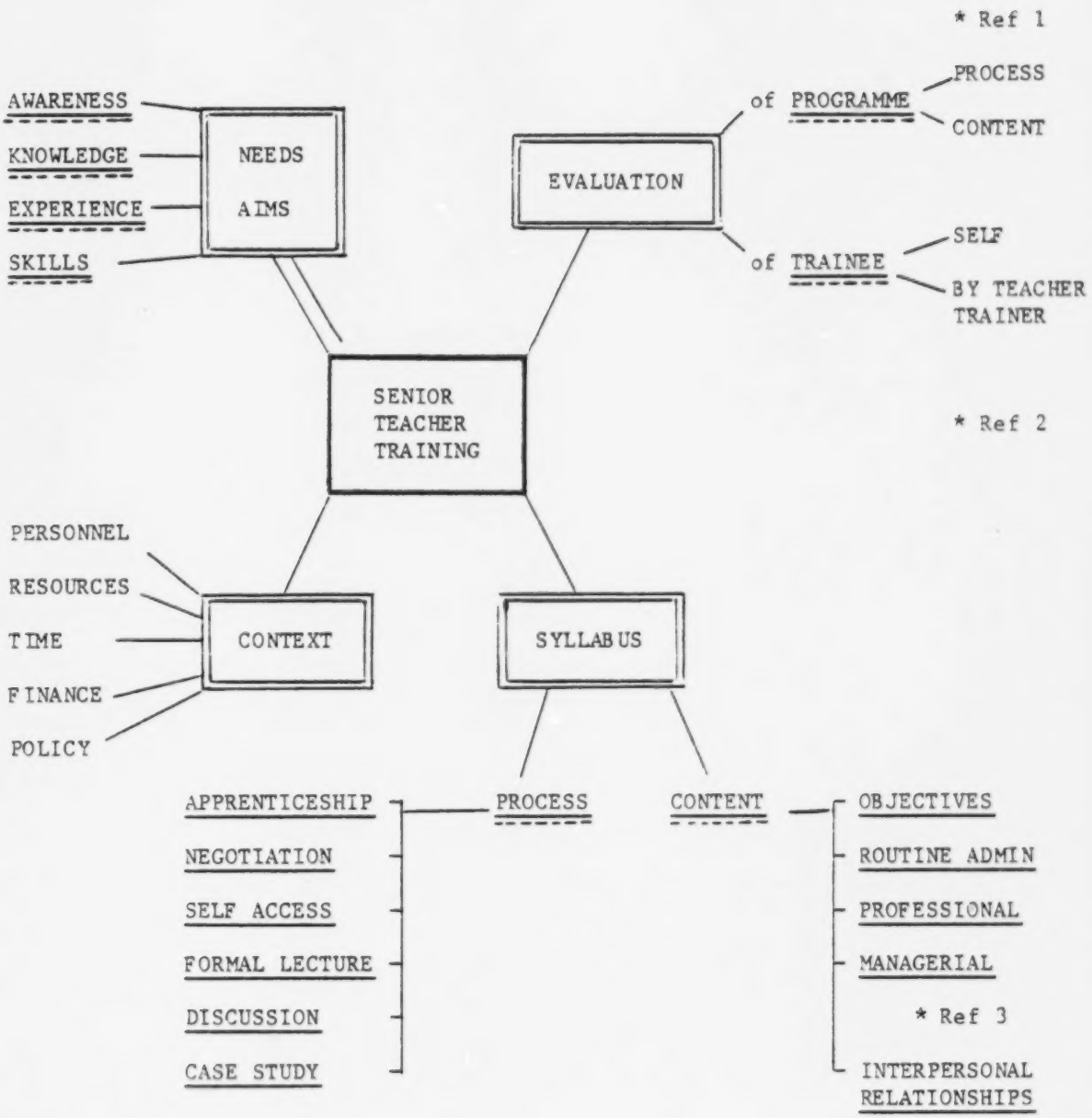
APPENDICES: A. Sample training tasks

B. Notes on selection criteria

HONG KONG: COURSE DESCRIPTION MODEL



SENIOR TEACHER TRAINING SPECIFICATION
(Ed S P Model)



KEY:

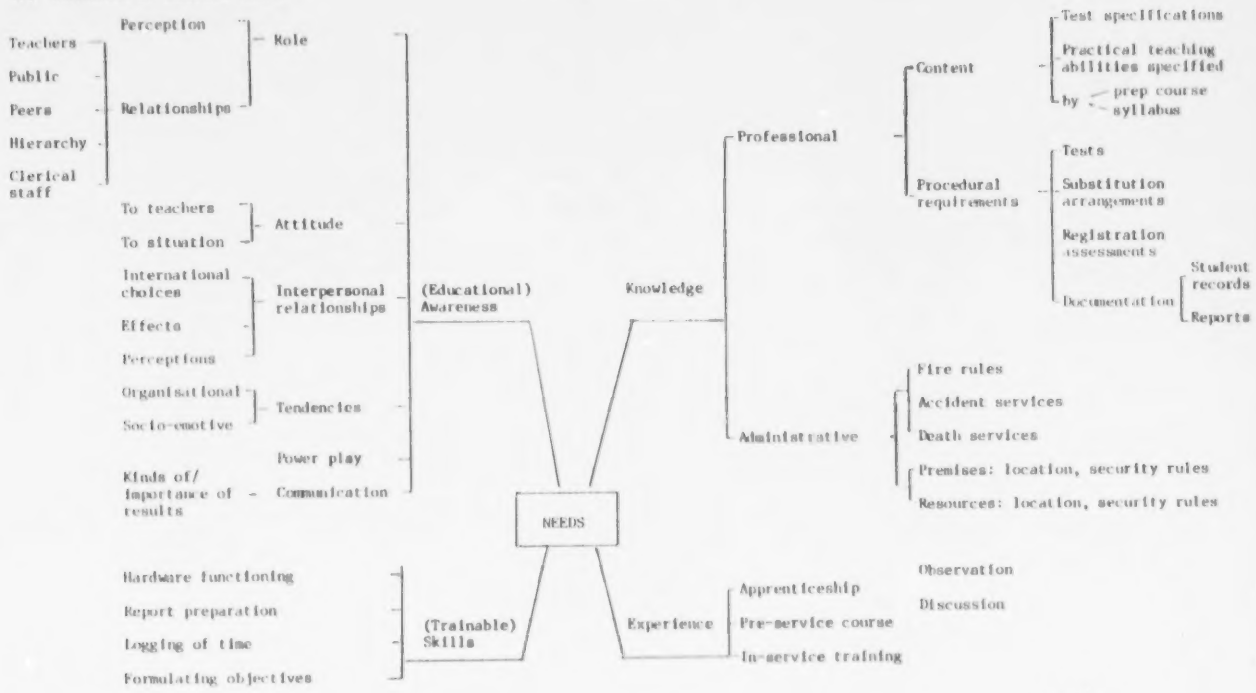
PROJECT

CHANNEL

FOCUS

AREA

3.1 EXPANSION OF CHANNEL: NEEDS



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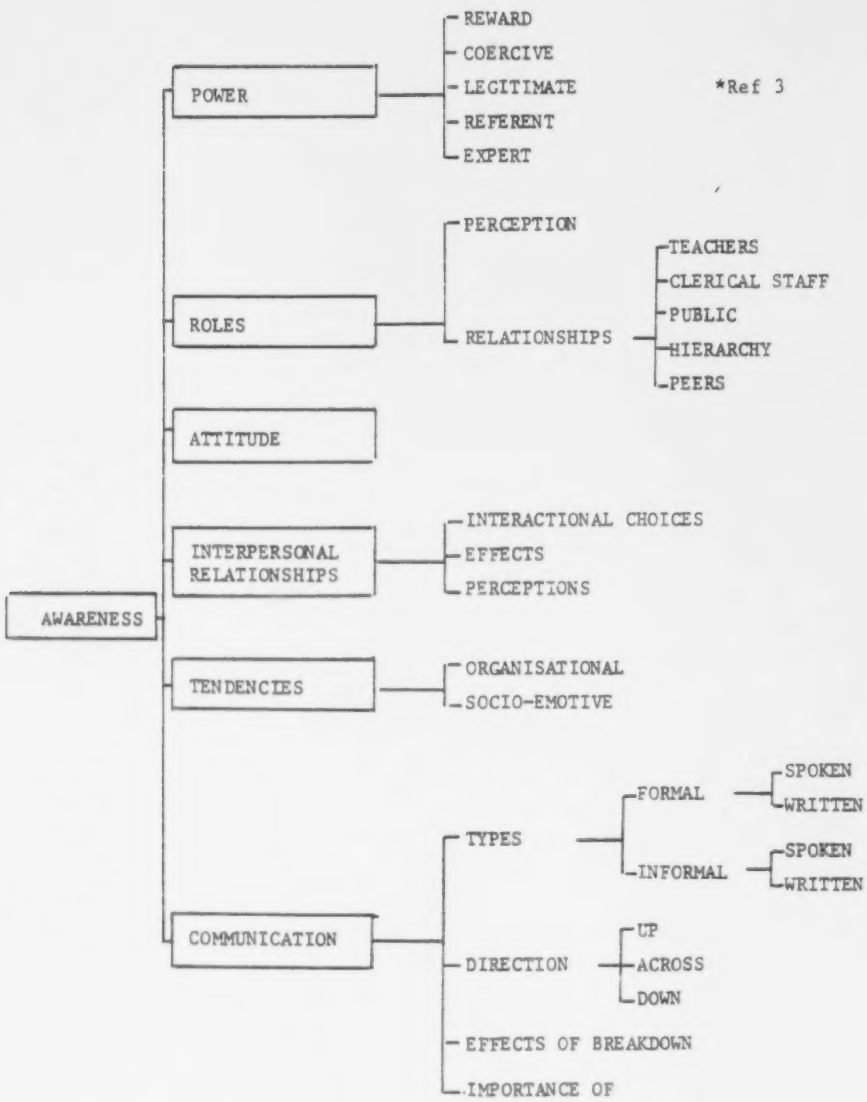
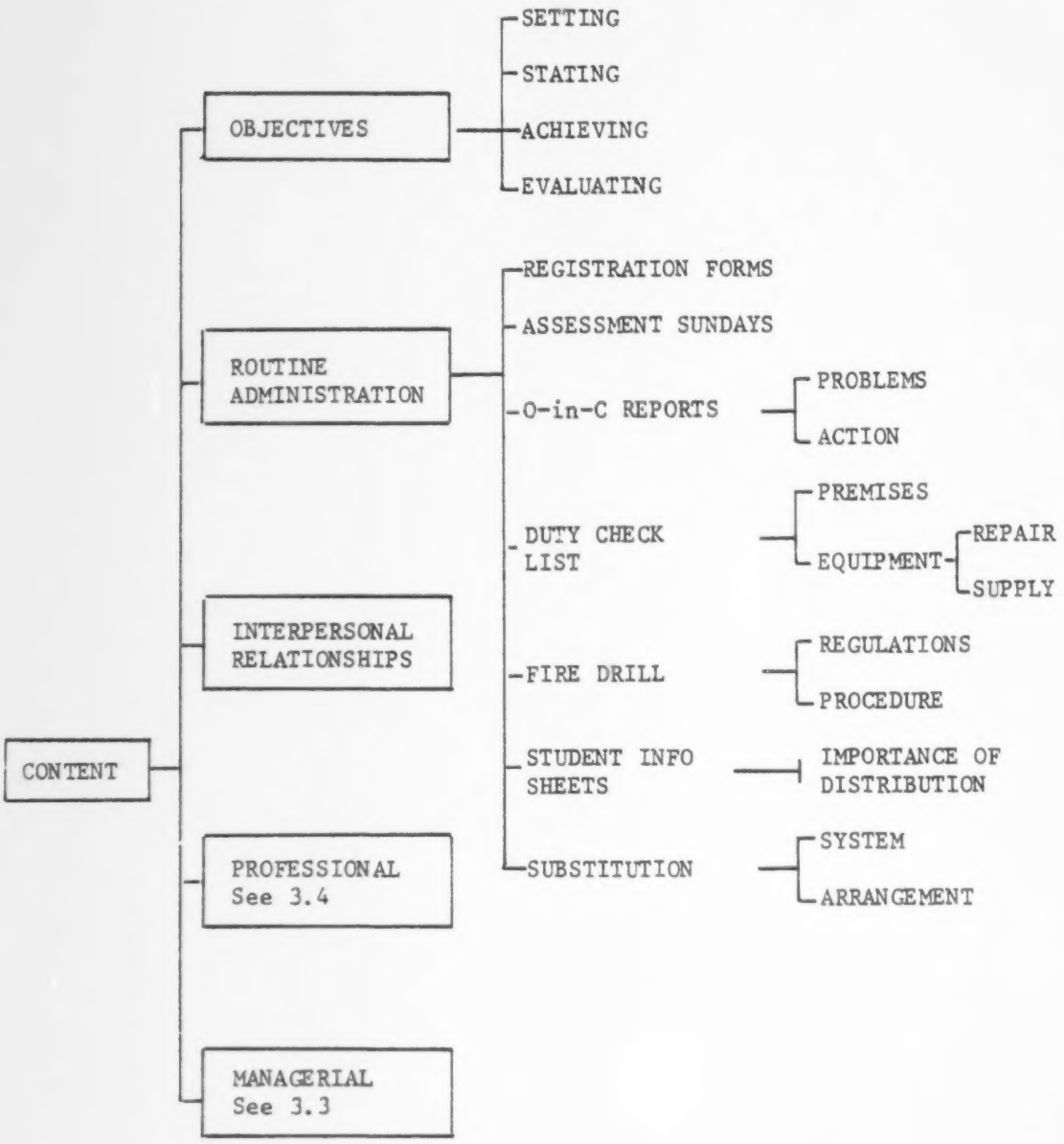
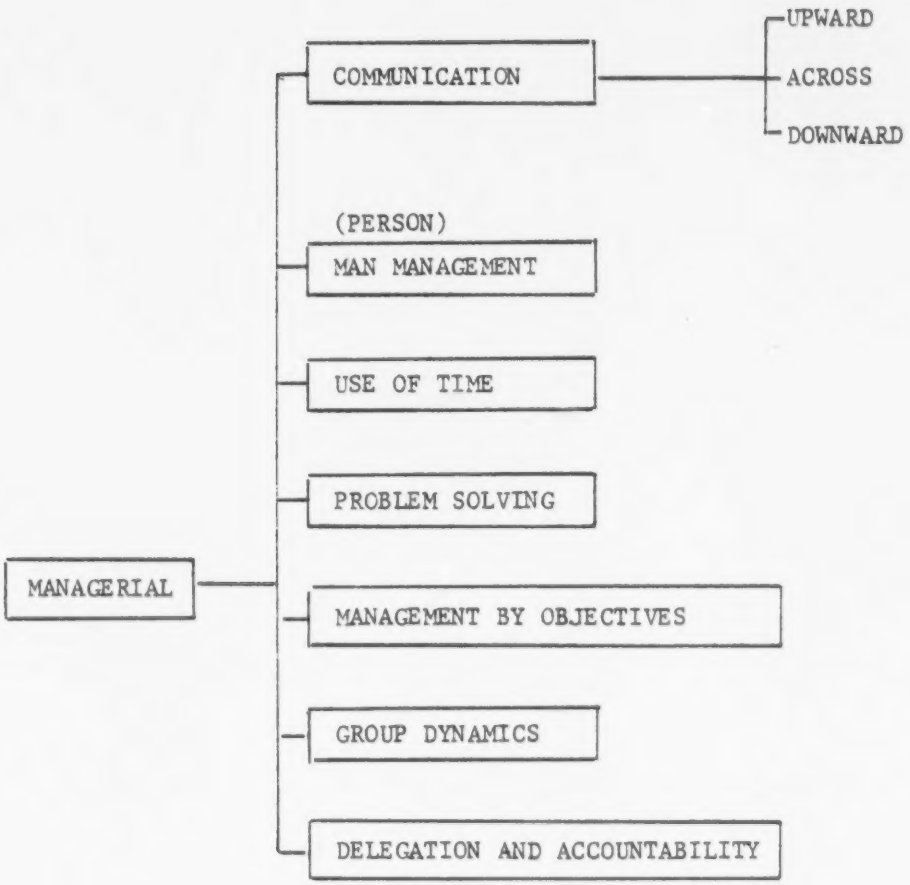
3.1.1 EXPANSION OF CHANNEL: NEEDS/FOCUS: AWARENESS



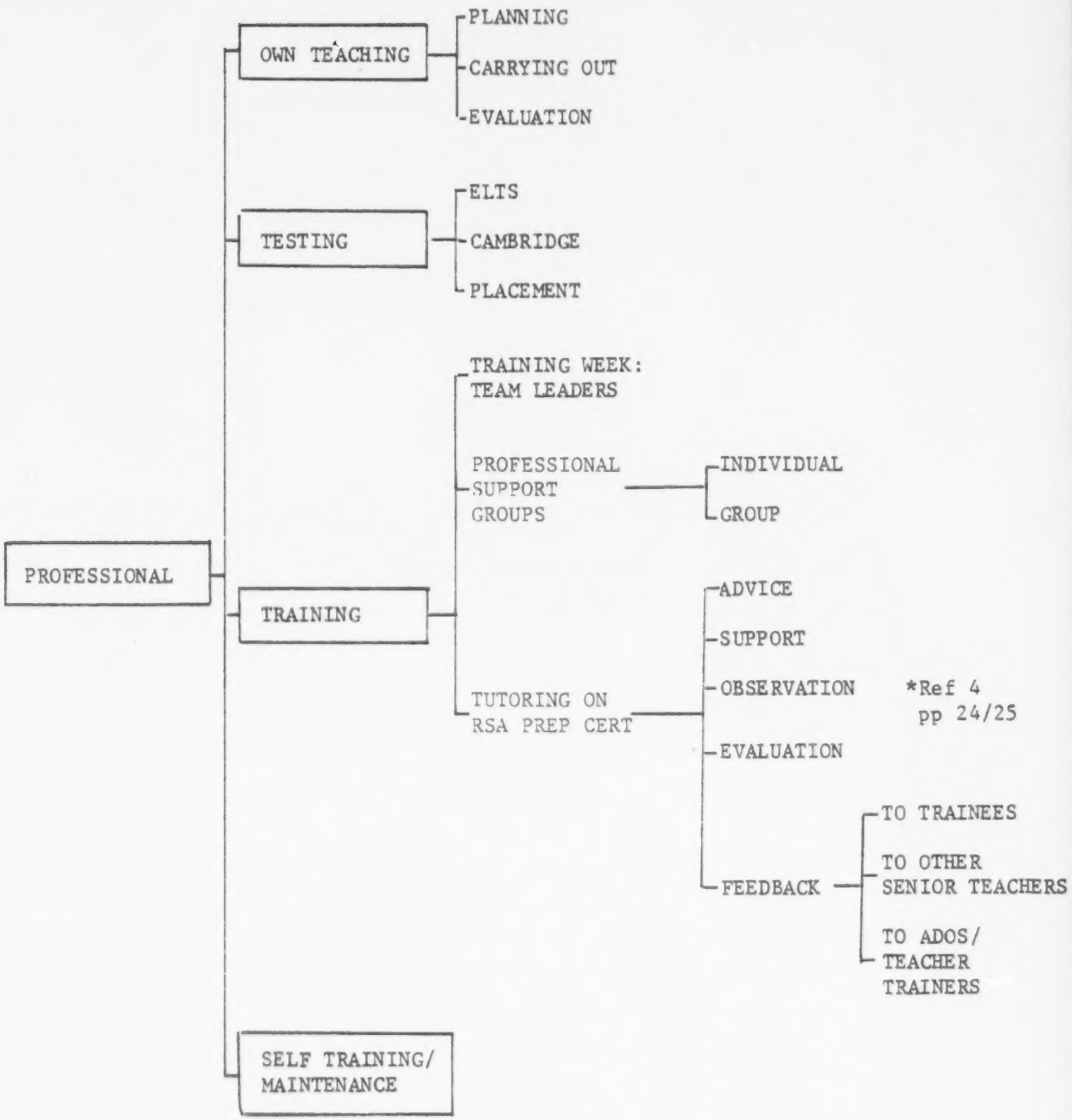
3.2 EXPANSION OF CHANNEL: SYLLABUS/FOCUS: CONTENT



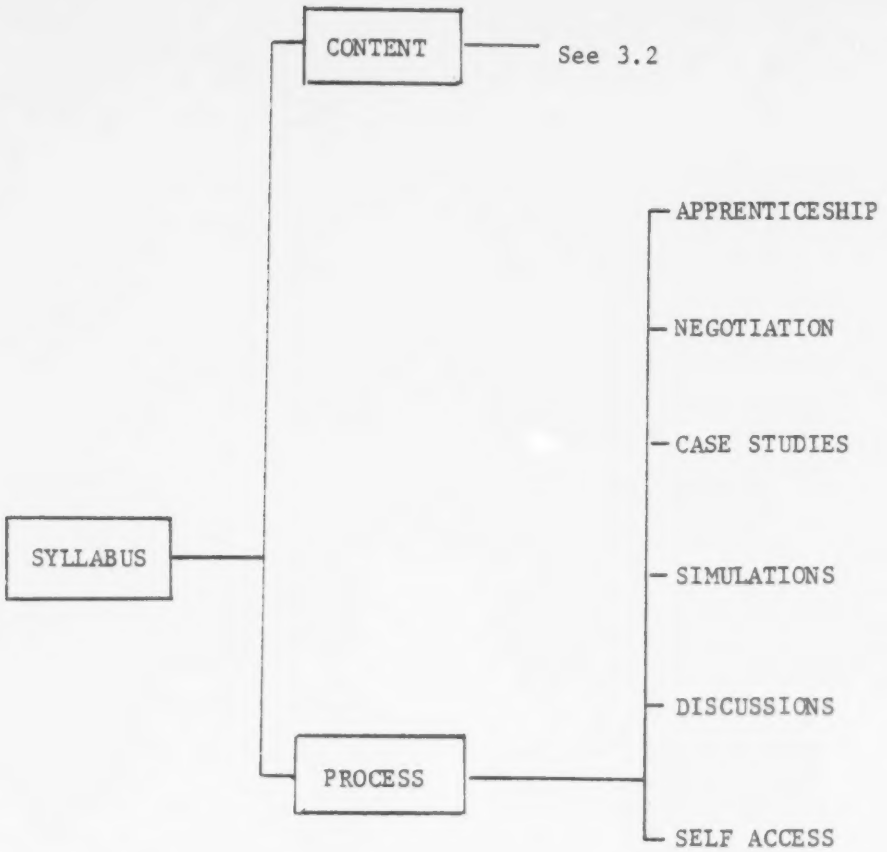
3.3 EXPANSION OF CHANNEL: SYLLABUS/FOCUS: CONTENT
AREA: MANAGERIAL



3.4 EXPANSION OF CHANNEL: SYLLABUS/FOCUS: CONTENT
AREA: PROFESSIONAL



3.5 EXPANSION OF CHANNEL: SYLLABUS/FOCUS: PROCESS



REFERENCES

Ref 1: CRITERIA FOR EVALUATING TEACHER TRAINING PROGRAMMES
Dunford House 1983 (p 80, this report)

Ref 2: TEACHER ASSESSMENT
Exeter Seminar Report (University of Exeter, 1982)

Ref 3: HOW DO TEACHERS MANAGE TO BE MANAGERS?
R Bell

Ref 4: RSA TEFLA
CURRENT PERSPECTIVES (Appendix 5)

SAMPLE 1

CHANNEL: NEEDS
FOCUS: AWARENESS
AREA: ROLE
SUB-AREA: PUBLIC

CROSS REFERENCE

CONTENT/MANAGERIAL

OBJECTIVE

To enable trainee to appreciate what is expected by BC/Rep in encounter with members of public.

ACTIVITY

1. Clips of members of public doing something to which ST will have to respond.
2. Worksheet - trainee selects from possible responses.
3. Comment sheet from Representative and responses.

COMMENT

Main value in stressing to trainees that they will have a role in the representational/profit-making functions of the organisation.

SAMPLE 2

CHANNEL: NEEDS
FOCUS: AWARENESS
AREA: ROLE
SUB-AREA: CLERICAL

CROSS REFERENCE

CONTENT/MANAGERIAL
PROCESS/MANAGEMENT

OBJECTIVE

To help the clerical staff be convinced of the professional status of teachers.

ACTIVITY

1. Summary readings about:
   i. traditional Chinese expectations of teachers.
   ii. common cross-cultural misunderstandings.

2. Each trainee writes down an occasion when they observed a clerical staff's dismissive attitude to/of a teacher (themselves or another) and what the teacher was doing (eg asking for a new bulb for OHP).

3. What the teacher was doing is written as role-play instruction.

4. Public pairwork: another trainee is given instruction sheet; first trainee reproduces clerical staff's attitude; the other trainee responds.

5. Group discuss appropriacy of response to ensuring respect in terms of conduct understood to be professional and deserving of respect by local staff.

COMMENT

Role reinforcement, but less important as: 1. the problem within the organisation improves; and also - possibly 2. with trainees who have been in the colony for a time.

SAMPLE 3

CHANNEL:	SYLLABUS
FOCUS:	CONTENT
AREA:	ROUTINE ADMINISTRATION
SUB-AREAS:	DUTY CHECKLISTS REPORTS

CROSS REFERENCE

SKILLS/REPORT COMPLETION

OBJECTIVES	ACTIVITY	COMMENT
To give trainees a thorough familiarity with the information required and to improve motivation by letting them see what is done with it and why.	1. Examine authentic completed documents.	If possible, DOS to join discussion.
	2. Discuss with ST or ADOS who wrote them what the incidents referred to consisted of.	
	3. If not, DOS supplies sheet commenting on extent of and purpose for which information required.	
	4. Distribute handout on writing questionnaires.	
	5. Groups (or homework). Construct questionnaire for areas covered by report, followed by evaluation.	If product of 5 is not usable/used, this is not significant; the value is in the process of trainees becoming familiar with requirements. (cf CROSS REFERENCE)

SAMPLE 4

CHANNEL: SYLLABUS
FOCUS: CONTENT
AREA: ROUTINE ADMINISTRATION
SUB-AREAS: ALL

CROSS REFERENCE

NEEDS/KNOWLEDGE

OBJECTIVE	ACTIVITY	COMMENT
To establish extent of knowledge/awareness required.	Trainer feeds trainees with anecdotes.	Light relief = variation.

SAMPLE 5

CHANNEL: SYLLABUS

FOCUS: CONTENT

AREA: ROUTINE ADMINISTRATION

SUB-AREAS: DUTY CHECKLIST
FIRE DRILL

CROSS REFERENCE

NEEDS/KNOWLEDGE

PROCESS/ROUTINE ADMINISTRATION

OBJECTIVE	ACTIVITY	COMMENT
To learn: 1. regulations and procedures 2. locations (premises, equipment).	1. Distribute for holiday reading: i. rules and regulations relating to various routine areas; ii. plans showing locations of equipment in premises. 2. Practise self-check schedule.	Ensure updates.

SAMPLE 6

CHANNEL: SYLLABUS
FOCUS: PROCESS
AREA: NEGOTIATION

CROSS REFERENCE

OBJECTIVES	ACTIVITY	COMMENT
1. To allow trainees to have a say in their course, and through this to increase their awareness of aspects of interpersonal relationships.	1. Trainees are asked to draw up a job description for ST, in the light of either their apprenticeship to ST or their experience as a teacher.	Negotiated input to course content for formal fortnight - activity takes place after apprenticeship and before formal fortnight.
2. To deepen their understanding of the role of STs and of what aspects of this role are most important to the organisation.	2. Compare with partner's or other groups.	
	3. Draw up a final version of ST job description which meets with approval of group and trainer.	
	4. Trainees work on job description of the duties which they, as individuals, feel they are: i. confident to handle already; ii. need further training/experience in; iii. need initial training/support for.	

OTHER IDEAS FOR ACTIVITIES ARRIVED AT THROUGH PROCESS CHANNEL

		CROSS REFERENCE
1.	(FOCUS: DISCUSSION) Produce an organogram of DTEO Centre. Agree on final version.	SYLLABUS/CONTENT/ MANAGERIAL/MANAGEMENT BY OBJECTIVES
2.	(FOCUS: DISCUSSION) Produce list of objectives for all departments within DTEO Centre. Agree on final version.	(As 1)
3.	(FOCUS: SIMULATION) Arrange/conduct meetings, interviews, phone calls, messages according to simulation cards.	SYLLABUS/CONTENT/ MANAGERIAL/COMMUNICATION
4.	(FOCUS: CASE STUDIES) Provide multi-media documentation for typical problems ST may be faced with; ? 'maze' type worksheets; ? inter-group persuasion for own solutions. Evaluation by specifying criteria that underpin agreed solution(s).	SYLLABUS/CONTENT/ MANAGERIAL/PROBLEM SOLVING

SELECTION OF CANDIDATES FOR S/T APPRENTICESHIP/TRAINING

A selection process or mechanism has the main purpose of attempting to ensure that only candidates with the appropriate AKES (Awareness, Knowledge, Experience and Skills) and the appropriate potential, undergo training for S/T.

The question arises: what happens to a candidate who is rejected by the selection process? How would this affect the morale of the Centre, and particularly management/staff relationships?

However, it would seem preferable to have to reject a candidate as a result of a selection process, than to have to reject one who has (unsuccessfully) completed training.

CRITERIA FOR SELECTION OF S/T CANDIDATES

1. They should be <u>volunteers</u> for promotion/apprenticeship/training.

2. A minimum of 2 years' satisfactory service as a teacher.

3. Assessment of a candidate's potential for Admin Duties, Advisory Duties and Managerial Duties to be considered.

Basically, the candidate's "record" as a teacher (and therefore at the "receiving end" of Admin, Advisory and Managerial pressures) could be used as a paper assessment of their potential when the whip is in their hands.

Therefore, teachers' reactions to such things as faulty machines, critical observation by their Advisers, and requests or orders to substitute, to give 3 examples, would provide useful clues to their attitudes towards their work, their workplace, and their supervisors/superiors.

Similarly previous professional training experiences (eg RSA Prep/TEFLA etc) should provide insights into candidates' acceptability if Language Teaching/Teacher Training parallel is extended further to Teacher Trainer Training in this case.

1.6.4 Process Diary

The peculiar pathology of being part of the Hong Kong case study

Early symptoms

Some warily accepting feelings towards other members of the group, accompanied by mid to severe rejection of the Hong Kong set-up, and struggles to offer one's own set-up as a quick solution to the case study design task. This symptom faded, to be replaced by a state of mild enthusiasm accompanied by severe confusion as to possible action. Intervention by another member of the group turned the feverish inactivity into constructive probing of the problem. A craving for more information was a continual factor, along with the inability to absorb information from printed sources (ie virtual illiteracy set in).

Later symptoms

Severe attacks of enthusiasm and activity with intermittent frustration. Side effects: anti-social reactions veering towards hostility when trappings of simulation were introduced, since victims were under the illusion (or delusion) that a useful and real task was being performed. There was no danger of total collapse, but severe discomfort was experienced.

Experimental application of a visual apparatus (a diagram) gave focus to the mental activity (ideas which were bouncing around), and the task then became a matter of frenetic psycho-motor coordination (getting things down on paper).

Post-operative stage

The case study documents might suggest that the participants had deteriorated into severe psychosis. The case study resource provider, however, seemed satisfied that all had been worthwhile (which had been decided was the only criterion for evaluating the product). Having a real situation for the case study was very important. The case study group seemed to have something new (Awareness, Knowledge, Experience, Skills - AKES) and some input for the design and implementation of teacher training courses.

1.6.5 Comments of Resource Provider

The Hong Kong Case Study report exceeded my expectations in a number of ways. The report provided me with clearly identified objectives for the training of the Senior Teacher Cadre together with a course design which in itself provides a model of the negotiation, participative-management, communication and self-evaluation skills which are amongst the desired learning outcomes of the course. The training tasks have high face-validity for trainees and have proved a source of stimulation and new ideas. Not only did the report provide solutions to the problems I had identified myself but it also dealt with weaknesses and problems of which I was unaware or which I had been reluctant to acknowledge to myself. The report also distinguished between real and perceived constraints whereas I had tended to be over-responsive to perceived constraints as often happens when one is too close to a situation.

I should like to comment here on one or two aspects of the report which I found particularly useful. Firstly the presentation, in the form of macro to micro statements, was accessible, easy to decode and provided an immediate reassurance that all factors had been taken into account! Secondly in the Education for Specific Purposes model (page 59) I found the AKES and the categories SYLLABUS (Process and Content) and CONTEXT very helpful. With reference to AKES, the Expansion of Channel: NEEDS (FOCUS: AWARENESS) (page 61) helped me to generate my own Expansions of Channel for the remaining AKES. This proved a very thought-provoking experience. It enabled me to identify weaknesses in my previous practice, forcing me to question the reasons for it and led me to consider alternative approaches.

Previous Practice: During the earlier stages of training I had tended to focus too much on the categories AWARENESS, EXPERIENCE and SKILLS and too little on KNOWLEDGE, particularly in relation to KNOWLEDGE about the regulations, systems and operational constraints which governed the work of administrative rather than ELT staff but which often had a backwash effect on ELT activities. Without this knowledge trainees are ill-equipped to liaise with administrative staff, such as those in Student Office, for example, who have over-the-counter dealings with students during enrolment, assessment, registration, fee-collection and student placement which involves decisions to open new classes on the timetable.

My previous strategy had been to concentrate first on the trainees' perception of their own roles and how their roles might be perceived by others, counter staff in Student Office for example, and to get trainees to consider how these differing perceptions could affect relationships. I had however tended to delay giving information about the operational constraints governing such staff, preferring to wait until a concrete example presented itself during the on-the-job training, eg, during follow-up on a student complaint about lack of cooperation from Student Office. During the follow-up, the discovery that the counter staff had acted strictly according to regulations, although they might have mishandled the situation in terms of public relations, was supposed to lead "naturally" to the need to find out more about administrative and financial regulations. The weakness of this training strategy was that trainees tended to approach the initial situation feeling sympathy for the student who had complained and then tended to adopt a hostile attitude towards the regulations particularly when, in their view, the regulations represented superfluous red tape. This hostile attitude was, moreover, often carried over to all administrative systems outside the trainees' own immediate areas of responsibility. Thus procedures for the refund of student fees would be regarded as over-elaborate whereas systematic advance planning before timetabling would be regarded as logical and desirable and subsequent attempts to make ad hoc changes to the final timetable would be strongly resisted.

Reasons for Previous Practice: Why was I persisting with this approach when I knew it produced negative results? Well, it is a truth, almost universally acknowledged, that teachers who are lacking in administrative experience tend to view rules and regulations as amenable to modification and amendment and that they tend to become negatively motivated when their initial, and often naive, suggestions for improvement are not immediately implemented, or, worse still, are met with less than unqualified approaval. My previous practice had merely delayed an encounter with the resulting negative attitudes!

Alternative Aproaches: I then realised that I had already tried an alternative approach, commonly known as passing the buck, by inviting senior administrative staff to participate in discussions during which questions about rules and regulations would inevitably arise. Unfortunately such staff tended to hold a Topsy-like view of regulations, ie "Regulations just is" and seem to be unaware of, or incapable of providing, any rationale for regulations. As British Council documentation, like similar documentation in other organisations, is rather short on rationale, although prolific on rules and regulations, a self-access approach was also ruled out.

At this point both the layout of the case study report and the SYLLABUS (Process and Content) were helpful. Triggered by the juxtaposition of Process and Content (page 65), I planned to introduce initial information about administrative regulations earlier in the course together with an opportunity to practise and evaluate interpersonal skills through a process involving Self-Access, Negotiation and Case Study. The task required each trainee to find out which rules and regulations governed the activity of one staff member and to try to identify possible reasons for the existence of the regulations with reference to factors such as insurance, confidentiality, plant security, cash security, control of fraudulent practice, record keeping etc. The process would have involved trainees in informal observation of, and discussion with, the staff member together with the reading of the job description, objectives and official handbooks on rules and regulations. Trainees were then to exchange their findings.

Final Comments: I would like to be able to say that the whole report has been fully implemented but regrettably this is not the case. As can be seen from the report the proposals for the training of the Senior Teacher Cadre include training in man-management, communication and administration. Although the need for this type of integrated skills training may be clear to others, this view was not shared by the administration who declined any discussion of the subject on the grounds that the provision of training in such skills was unnecessary and also outside the domain and expertise of ELT professionals. The fact that the report tends to concentrate on these skills suggests that the case study group, all ELT specialists, held very different views from the administration. In view of these apparently differing views and the high quality of the report I suggest there is a message here for non-specialist staff involved in the management of DTEOs and DTEO teachers and specialists.

I referred earlier to the disadvantages of being too close to a situation. In this conference, Resource Providers were discouraged from participating in their own case studies which meant that they were restrained from inhibiting the exploration or development of ideas. The Hong Kong Case Study report provides solutions which I fully accepted when they were presented in their final form. However, I would have vetoed many of the solutions had I been party to the initial discussions. I would therefore like to thank all involved in the organisation of this aspect of the conference for enabling me to gain access to the full benefits of the objectivity and insights of the members of the case study group.

Margaret Falvey

1.7 SEMINAR PARTICIPANTS' VIEWS OF CRITERIA FOR THE EVALUATION OF TEACHER TRAINING COURSES

1. Perhaps in terms of satisfaction, or satisfactions: trainee satisfaction; trainer satisfaction and (where applicable) sponsor and consumer satisfaction.

2. It makes good sense to try to assess what is effective in a particular training situation, but it is extremely difficult to develop a sophisticated means of evaluation (and probably a waste of time).

3. Virtually impossible if the aim of a TT course is to make an effective teacher - this can only happen when TT course information has been tried and tested over years in a real teaching situation.

4. Very difficult to evaluate by effect on the system, though this cannot be ignored and in-service advice must be sought. If close contact is maintained with in-service work, internal "construct" evaluation makes sense.

5. To work out what the English teacher has to do after he has finished training and see how well he can actually do this, eg schemes of work, lesson planning and teaching, setting exams, marking, sensitivity to errors, correcting and so on. I also feel that there should be a 'realistically' rigorous test of the teacher's ability to use English in the classroom. This makes 'sense' but there is, in the Sudan, the problem of the competence of the teacher trainers and the inspectors.

6. The last point (developing professional skills that will survive the harsh environment of real classrooms and the temptation to take the traditional easy way out) of course; also a measurable and substantial improvement in the all-round language capability, since this seems to be a crucial factor in pupil achievement.

7. Are trainees equipped to function professionally in the classroom? Are they capable of understanding basic methodological issues, of interpreting syllabus, etc?

8. 1. Degree of self-criticism developed in teachers. 2. How involved have the trainees been in providing input to course? 3. Practical experience provided during training. 4. Cooperation and integration of different strands, ie dialogue between staff involved in department.

9. Middle term follow-up visits to schools in which participants are teaching a year or so after their attendance. Little attention should be paid to end of course questionnaires.

10. Can they do it? Do they know why they are doing it like that? Can they evaluate, adapt, improve what they are doing?

11. I would evaluate courses in terms of the way they 'fit in' to a larger programme - how far they contribute to aims/objectives of the larger programme.

12. In my own situation, classroom performance and clarity of thought about teaching objectives and constraints.

13. By evaluating subsequent teaching and its relationship to teacher training input.

14. The success of product (ie course) applied to needs (ie of trainees) - emphasis to be on the course and what knowledge/experience can be gained - not just on results - ie passing of exams.

15. The same way you would evaluate an EFL course, pre, during and post (trainers and trainees) on the criteria which can range from the concretish objective (clarity, suitability, relevance etc) to the subjective (how far it involved the students, its sensitivity to their needs (wants) etc).

16. In terms of productivity, practicality, consistency and consolidation.

17. To ensure they (a) are appropriate; (b) "deliver the goods", in terms of effective trained teachers at the end; (c) are cost-effective: are courses too cheap or too lavish?

18. In terms of how they affect the teachers' performance in the classroom and the learning process that takes place in this situation.

19. To the extent that they fulfil the objectives of (a) helping the teacher to develop a sense of priorities in his/her work, and (b) helping him/her to be more interested in their work and to perform better in the classroom.

20. 1. Are the trainees equipped with the skills to evaluate their own teaching? 2. How flexible an approach to the T/L process do trainees have? 3. Are the trainees fully conversant with the principles that underpin practice? 4. Have the trainees at their disposal a full repertoire of teaching skills? 5. (Obviously?) Can the trainees cope with their own individual classroom situations? 6. Is the course relevant to the socio-cultural context?

21. Probably the most valuable (logically) is an individual evaluation. From employer's point of view this has to be complemented by a tutor evaluation.

22. In terms of: 1. the extent to which trainees feel the course fulfils their needs; 2. the extent to which a course satisfies a specified syllabus.

23. If teachers carry on the training process and don't stagnate.

24. (a) In terms of the effectiveness of the "end-product" in the classroom or teaching situation. (b) Appropriacy to the needs of the trainees on the course. (c) Attainability of the course objectives by the majority of learners.

1.8 CRITERIA FOR THE EVALUATION OF TEACHER TRAINING PROGRAMMES
Rod Bolitho

The case study groups were asked to consider the evaluation of teacher training programmes in the same terms as a language learning programme. There was reference to Keith Morrow's keynote address in which the criteria of accuracy, appropriacy, range and flexibility had been discussed. Rod added to these the concepts of productivity, practicality and adaptability for consideration. Groups were asked to look at the case studies in terms of the following points:

1. How does the programme affect the various people involved?
   a. the authorities
   b. the training team (trainers)
   c. the teachers (trainees)
   d. the learners
2. Will local needs be met?
3. In KELT projects is there real provision for the survival of the programme after the departure of the KELT team?
4. Is there enough of a local stage in the programme? Do local personnel have sufficient personal involvement in the programme?
5. Does the programme attempt too rapid a jump in terms of Beeby's four stages of educational development? Is the programme within the bounds of the possible?
6. Does the programme provide fall-back positions? Is the programme flexible?
7. Is the balance between theory and practice acceptable?
8. Is there potential for development outside the course after minimum aims have been achieved?
9. Does the overall philosophy of the training programme fit in with its methodology?
10. Does the programme take into account general factors of education?
11. Is the teacher training process analytic or synthetic?
12. Does the programme make full use of foreign experts or "liveware"?

PART TWO

ASPECTS OF IMPLEMENTATION

2.1 TEACHER TALK: BASICS - John Sinclair

John Sinclair's session, a brief summary of which follows, was designed as an introduction to the following two sessions, and was based on the research and he and colleagues had carried out at Birmingham University (resulting in the book Teacher Talk, Oxford University Press, 1982).

John proposed to look firstly at the basic discourse model presented in Teacher Talk, and then to consider its application to the classroom.

Discourse analysis: some observations

1. There should be one model that is applicable to all interaction. Classroom discourse is merely a variant of this.

2. Analysis should therefore concern itself first with the general, then with the classroom in general, and finally with the EFL classroom (from the general to the particular).

3. The value of an analytic approach is that it distances and allows observation, thus providing a means of feeding back constructive help to the observed trainee.

4. The core of the educational process is the spoken language. If education is realised through interaction, therefore, analysis must include trainer → trainee and student → student as well as teacher → student interaction.

5. Students as well as teachers should be trained in the interactive strategies of classroom discourse.

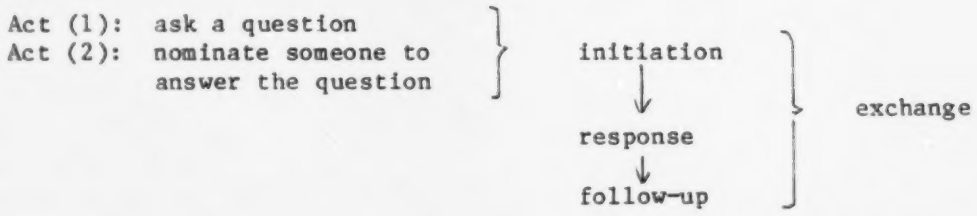
The model

The most important level of analysis is that of moves. Three moves are specified as follows:

Initiation	(risk taking, relying on cooperation)	- I
Response	(reaction, related to initiation)	- R
Follow-up	(feedback, eg evaluation, summary)	- F

The IRF pattern is strongly sequential, and is the tendency in all instances of language. Follow-up is added to show that the response is acceptable, but initiation and response can exist alone.

Sequences of moves form exchanges (the units of interaction which allow us to know "what is done"). Moves themselves may be made up of acts (not co-terminous with speech acts), eg:



It was suggested that a major native-speaker function is checking rather than decoding. Conversation is not an exchange of information so much as an

attempt through interactive strategies to structure discourse one's own way. Teaching should reflect this.

The group then went on to examine transcripts in order to find examples of initiation, response and follow-up. The transcripts were of extracts from an EFL lesson in Hong Kong, a geography lesson in a UK primary school and a family conversation.

The following points were made:

1. IRF is the basic cyclical structure, but it does not always happen. If the basic structure is broken into, it is by a challenge.

2. If the teacher does not follow R with F, the pupils perceive R as either not accepted or lacking in information.

3. I + F is rare in general conversation, but occurs commonly in teacher talk.

4. Discourse structure is a sociological reality, perhaps, rather than a psychological one.

2.2 EFL CLASSROOM INTERACTION - Jane Willis

As part of her MA programme, Jane had done research into applications of the Sinclair-Coulthard Rank Scale model in the foreign language classroom.

She had arrived at her interest in language in the EFL classroom through watching classes in Iran and Cyprus. Her classroom observations caused her to ask: How close is classroom language - whether found in teaching materials, or in utterances by teachers and students - to everyday language? (See Figure 1.)

After spending time examining various models for analysing classroom interaction, and finding them unsatisfactory, she took the Sinclair-Coulthard Rank Scale model, which she decided could best capture the flow of language interaction in the classroom.

Jane's adaptation of this model is outlined in Figure 2. During the session here summarised, she concentrated on explaining and illustrating the exchanges (labelled teaching), the moves (labelled initiation, response, and follow-up), and the acts which made them up.

As a lead-up to this model, an extract from a lesson was played (audio-tape) and we were invited to guess what the teacher was doing, what the students and teachers might say next, and the function of what was said.

This led to a distinction being drawn between outer discourse and inner discourse; inner discourse refers to the language items that the teacher wishes to teach, the bits of language that the students practise as language, while outer discourse might be (for example) the teacher's instructions and comments. (See Figure 3.)

Another sample of classroom discourse was played (audio-tape) and we were asked to classify the segments of speech as outer or inner. (See Figure 4 for the transcription). This led to lively discussion, and to an elaboration of the scheme. The terms dependent and independent were introduced and explained.

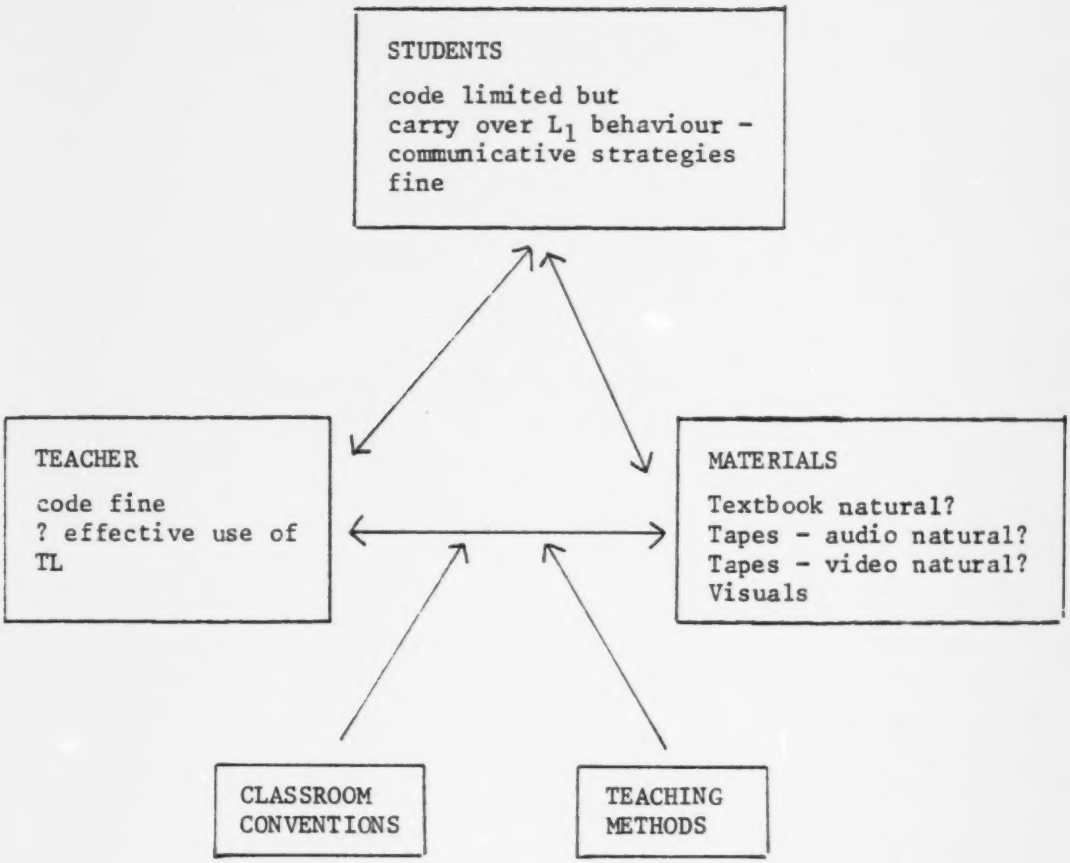
It was noticed that the students were inclined to shift spontaneously from inner to outer language. As Jane pointed out, students tended to see the lesson in terms of topics to be talked about (leading to outer language; ie attempts at real communication) while the teachers usually saw the lesson in terms of language to be taught (inner language). As a result, the students were fighting to get into the outer all the time, while the teacher wanted to keep them in the inner - ie restrict them to the forms of language that the teacher wanted to have practised.

In her summing up, Jane said that in the many lessons she had observed, she had found that of all the teacher initiations, only 2% were 'open' (ie such as might encourage 'real' language in response), while the rest effectively restricted the language of the student response.

Figure 5 shows the categorisation of a revised classroom exchange.

Figure 6 lists exchange types, moves and acts.

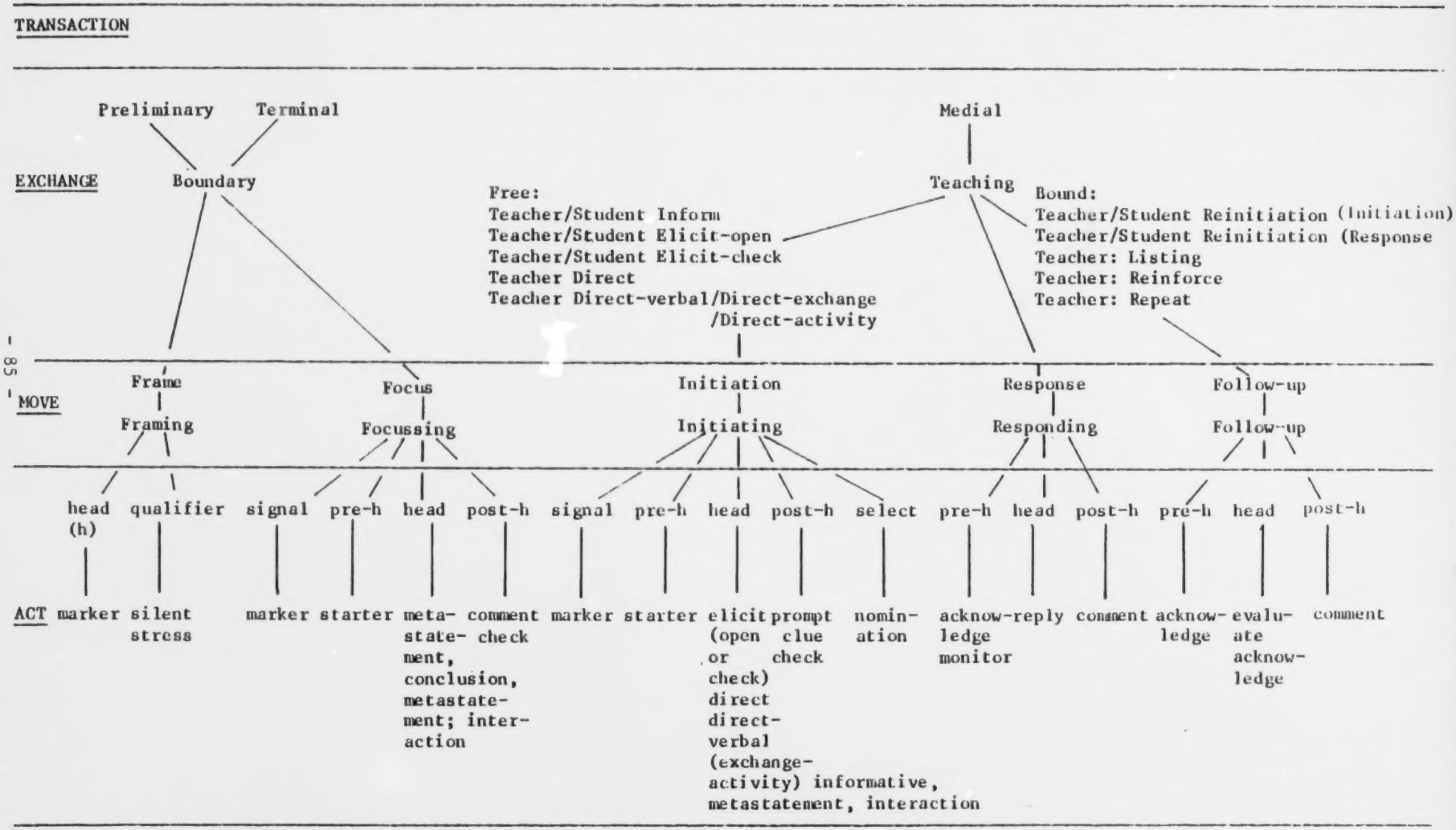
Figure 1: CLASSROOM LANGUAGE



WHAT HAPPENS WHEN THESE ARE COMBINED IN A LANGUAGE LESSON?

? QUALITY

Figure 2



Adaptation of Sinclair/Coulthard's Rank Scale model for the Foreign Language Classroom

Figure 3

OUTER	INNER	
	DEPENDENT	INDEPENDENT
I Antonio, ask er Constantine, er		
	Living in Cheltenham	Elicit Do you like living in Cheltenham?
(R)		
F Um (NV)		R Yes, I do.
(R)		
F Uh hm. Good.		
I What about, erm, ask your wife, er		
	Washing the dishes	

Figure 4

Exchange Type	Discourse: Outer	Discourse: Inner — Dependent	Discourse: Inner — Independent		
				T	being!
				S_1	Yes I like being er a learner er English.
				T	I like learning English.
				S_1	I like learning English.
				S_2	You like learning English but er you don't like being a soldier.
				S_1	I don't like being a soldier.
				T	(laughs) (low key termination)
				T	Ask erm Sokoop, Sokoop being erm a father Can you ask him? Being a father
				S_1	Er, yes, er yes. Do you like er being a father?
				T	Um, hm.
				S_3	Yes, I er I am er father of four children. Yes.
				T	Listen to her question, though. Say again. Say it again.
				S_1	Do you like er being a father?
				T	Uhm.
					Do you <u>like</u> being a father? Do you like being a father?
				S_3	Yes I like being ... to be
				T	Um hm.
				T	Yes.
				S_3	Yes I like being
				S_3	Yes I do
				T	Yes I do. Yes I do. I like being a father.
					mm (low term) Ask Mohavi, er Let's see, being minister
				S_3	Do you like er being a minister?

Figure 5

ANALYSED TEXT

1. The system of display

For a full explanation of the layout of the system of display please refer to Thesis 4.2.* In the following excerpt the columns are briefly annotated to serve as a reminder. Abbreviations follow below.

		Discourse: Outer	Discourse: Inner: Dependent	Discourse: Inner: Independent		
	Exchange Type					
31	ReInR	I[b]	cl		T	being!
				R r	S_1	Yes I like being er a learner er English.
32	ReInR	I[c]	cl		T	I like learning English.
		R	r		S_1	I like learning English.
33	SEL[ch]	I el			S_2	You like learning English but er you don't like being a soldier.
		r			S_1	I don't like being a soldier.
		F(NV) ack			T	(laughs) (low key termination)
34	Dvx	I st n			T	Ask erm Sokoop, Sokoop
			st			being erm a father
		d				Can you ask him?
			cl			Being a father
		(R)ack			S_1	Er, yes, er yes.
				I el		Do you like er being a father?
		F ack			T	Um, hm.
				R r	S_3	Yes, I er
		com				I am er father of four children.
		F ack				Yes.
35	Dvx	I st				Listen to her question, though.
		d				Say again. Say it again.
		(R)		I el	S_1	Do you like er being a father?
		F ack			T	Uhm.
No. of exchange	Exchange type	Move (capitals) act (small letters)	act	Move act	Speaker	Text

* WILLIS, J (1981) Spoken Interaction in the EFL Classroom: a system of analysis and a description, MA Thesis, University of Birmingham.

Figure 6

Exchange Types

If preceded by S, thus: S EL, the exchange is initiated by a Student, otherwise it is the Teacher who initiates.

B	Boundary
D	Direct
Dv	Direct:verbal
Dva	Direct:verbal activity
Dvx_{ch}	Direct:verbal exchange
EL^{o}	Elicit (sub-class:check)
El^{o}	Elicit (sub-class:open)
Inf	Inform
Li	Listing
Re inf	Reinforce
ReIn I	Re-initiation (of Initiating move)
ReIn R	Re-initiation (of Responding move)
Rpt I	Repeat (of Initiating move)
Rpt R	Repeat (of Responding move)

Moves

F	Follow-up
Fo	Focus
Fr	Frame
I_{b}	Initiation
I^{b}	Second Initiation in ReIn I exchange
I^{c}	Third Initiation in ReIn I exchange
R_{b}	Response
R^{b}	Second response in ReIn R exchange
R^{c}	Third Response in ReIn R exchange

Note: Moves bracketed thus: (R) in Outer column have their realisations in the Inner Dependent column.

Moves coded thus: R/I have value both as Responding and Initiating moves.

Acts

ack	acknowledge	l	loop
ch	check	m	marker
cl	clue	mon	monitor
com	comment	ms	metastatement
con	conclusion	ms:int	metastatement:interaction
d	directive	n	nomination
dv	direct:verbal	pr	prompt
dva	direct:verbal activity	r	reply
dvx	direct:verbal exchange	st	starter
e	evaluate	v	silent stress
el_{ch}	elicit	z	aside
el^{ch}	elicit:check		
el^{o}	elicit:open	NB: [rd]	= reading aloud
i	inform		

2.3 TEACHER STYLES - Margaret Falvey

Reference was made to the descriptive model proposed by Sinclair for the analysis of general discourse, and to its adaptation by Willis for use in the specific setting of an EFL/ESL classroom. Could it be used as a tool for heightening teachers' awareness of the differences between the language needed in the real world and the language characteristically taught and used in the classrooms?

The need for this kind of awareness to be developed became apparent when it was noted that the types of interactions observed in classrooms did not necessarily correspond to what might have been predicted from teachers' level of training and expressed attitudes. For example, in RSA courses, one might expect FE trainees to be able to facilitate "higher quality" interactions in their classrooms than preparatory trainees, but observation did not bear this out. Again, among a group of trainees claiming to be committed to learner-centred and communicative approaches and methodology, wide variations in the nature of the interactions were noted, even though appropriate teaching procedures appeared to have been followed.

Given these discrepancies, it seems to be worth asking whether the Sinclair/Willis model, or a modified version of it, could be used to help teachers to appreciate the nature of different types of real/pedagogic ("outer"/"inner" in Willis's terms) interactions, and thus to provide their students with improved opportunities to participate in the former.

The situation seemed to call for a more than superficial probe into the relationship between expressed attitude and deep feelings about the teaching process. Such an investigation might suggest whether observable differences in teaching style can be attributed to individual attitudes towards communication and the learning process rather than to the nature of training. For example one factor which restricts the range of types of interaction which can occur during a lesson seems to be a fear of "letting go" of control in the classroom.

Is this fear of letting go the result of inadequate training or of attitudes towards communication and the learning process?

Before examining data culled from lessons observed in the Hong Kong DTEO, participants were asked to focus on aspects of teacher attitude and personality by considering:

1. What characteristics make trainees difficult to train? Responses included:
   - being defensive/insecure/taking things personally
   - being power-conscious, heavily authoritarian
   - having fixed pre-conceived ideas
   - being inarticulate (not 'skilled verbalisers')
   - lacking real interest in teaching
   - lacking sympathy with student needs
   - lacking confidence in the target language

2. Why are subjects such as History/Geography/Social Studies part of the curriculum?
   - for promoting socialisation
   - transmitting cultural/political values

3. What would be the objectives of teaching them?
   - transmission of knowledge
   - formation of concepts
   - development of awareness (of values?)
   - passing examinations

Discussion between trainees who postulated similar objectives had revealed divergent views on whether content or outcome (ability to use) was more important, in these subject areas, and there appeared to be some correlation with the views of the same trainees on content-orientated and communication-orientated approaches to language teaching.

The individual attitudes towards communication in the educational process which underlie such views have been claimed by Barnes and Schemilt (1974) to lie at some point on a cline:

Transmission teacher ⟷ Interpretation teacher

At the extremes, attitudes might be characterised as follows:

The Transmission teacher	The Interpretation teacher .....
1. Believes knowledge to exist in the form of public disciplines which include content and criteria of performance.	1. Believes knowledge to exist in the knower's ability to organise thought and action.
2. Values the learner's performances insofar as they conform to the criteria of the discipline.	2. Values the learner's commitment to interpreting reality, so that criteria arise as much from the learner as from the teacher.
3. Perceives the teacher's task to be the evaluation and correction of the learner's performance, according to criteria of which he is the guardian.	3. Perceives the teacher's task to be the setting up of a dialogue in which the learner can reshape his knowledge through interaction with others.
4. Perceives the learner as an uninformed acolyte for whom access to knowledge will be difficult since he must qualify himself through tests of appropriate performance.	4. Perceives the learner as already possessing systematic and relevant knowledge and the means of reshaping that knowledge.

Whether attitudes classifiable as "transmission" or "interpretation" are reflected in actual classroom performance was the subject of the investigation referred to above. Some 50-60 trainees at the Hong Kong DTEO were asked to respond to a questionnaire originally devised to elicit the basic attitudes of UK secondary school teachers of literature (D C Young, unpublished PhD thesis, Birmingham) and modified to increase its face validity for language teachers. The responses were used to identify two teachers whose attitudes located them

at opposite ends of the cline, but with similar curricula vitae and current teaching situations, and who were subsequently observed (and recorded) during one hour lessons, with the observation focusing on teacher-student interactions.

Participants were asked to predict the occurrence of exchange and move types in terms of the Sinclair/Willis interaction categories. Confirmation or refutation of the predictions was withheld until a later session, but fundamental questions of training policy were felt to have been already unearthed, in particular:

> How far should the teacher trainer, or the training programme as a whole, attempt to impose a teaching approach (eg "interpretation" teaching), and its attendant techniques, on a trainee whose underlying attitude orientated him (perhaps sub-consciously) towards the opposed ("transmission") approach? Insistence on a pre-conceived orthodoxy might in fact lead to distress and to impaired effectiveness as a teacher.

This was seen as a rather extreme statement of the dilemma, however, since many teachers would be characterised as occupying a more central position on the cline, from where a reorientation would be a less traumatic process.

Participants were then invited to examine data from the speaker's research in the Hong Kong DTEO with a view to:

1. Analysing the data in terms of the Sinclair/Willis system.

2. Comparing the exchanges revealed in the data with those previously predicted as likely to occur in the classes of teachers holding "transmission" or "interpretation" attitudes, and thus

3. Deducing which type of attitudes were held by two teachers from whose classes the data was taken.

The Data

This consisted of three transcripts (A, B and C) of parts of two different classes. Two of these transcripts were from a lesson given by one of the teachers referred to above and one class by the other - thus classes given by teachers at either end of the "transmission-interpretation" cline were the basis of the data.

Participants carried out the task in groups and observations were discussed in full session.

In general the Sinclair/Willis system had proved appropriate for the analysis of the transcripts and the groups reported similar findings as to the levels of each type of exchange in the three transcripts.

Comparison with the predicted distribution of exchange types referred to above led most groups to the conclusion that the teacher of transcript A held "transmission attitudes" (for example the large number of Direct-verbals and Teacher-informs as initiations of exchanges). It was revealed, however, that the exchanges had been organised extremely efficiently and that the transcripts, which covered only approximately one minute of class time, would not be sufficient evidence for a conclusive categorisation.

The analysis of exchanges in both classes B and C had prompted the conclusion that these were classes conducted by a teacher with "interpretation

attitudes". However, lesson content showed that in fact the same teacher had been teaching in both transcripts A and C.

The speaker then revealed that the questionnaire of the teacher of transcripts A and C had revealed "interpretation attitudes", and that the transcript of the complete class A would have revealed a predominance of the exchange types predicted earlier for a teacher with "interpretation attitudes". (See Appendix for analysis of exchange types in Classes A and B.)

Summarising the effect in the classroom of the different teacher attitudes the speaker felt her research had shown that a teacher with "interpretation attitudes" was likely to use efficiently a wide range of classroom techniques whereas the teacher with "transmission attitudes" might find difficulty in carrying through communicative activities efficiently.

It was important to recognise that in addition to "teacher attitudes" there were many other influences on the teacher's choice of classroom technique, which in the case of the teacher trainee included the desire to impress the trainer and influence the subsequent practical teaching tests.

It was stressed that the questionnaires revealing teacher attitudes were essentially a research instrument and not a tool of teacher training.

APPENDIX

Section 1: Interpretation Teacher's Lesson

In a lesson of sixty minutes, time was spent as shown below. Timing was taken from the audio recordings with the use of a stop watch. In the 5 categories given below no distinction is made between "genuine interaction" and "quasi-interaction".

1.	Teacher-Class Interaction (with class operating as a group ie drilling)	3 minutes 29 seconds
2.	Teacher-Student Interaction (teacher involved with one student at a time but the whole class participating)	14 minutes 31 seconds
3.	Student-Student Interaction	42 minutes
4.	Periods of Silence (when students are writing or reading)	1 minute 11 seconds
5.	Listening Time (students listening to tape recorder)	nil

Individual student talking time averaged slightly over 16 minutes each.

The 81 Free Exchanges are divided as follows:

Teacher-Initiated Free Exchanges

Teacher Elicit: Open	40 exchanges
Teacher Direct: Verbal	11 exchanges
Teacher Inform	4 exchanges
Teacher Direct	6 exchanges
Teacher Direct: Verbal Activity Open	6 exchanges
Teacher Elicit: Verbal Activity Closed	1 exchange
Teacher Elicit: Check	2 exchanges

Student-Initiated Free Exchanges

Student Inform	7 exchanges
Student Elicit: Check	2 exchanges
Student Direct: Verbal	1 exchange

The 25 Bound Exchanges are divided as follows:

Teacher-Initiated Bound Exchanges

Repeat Response	10 exchanges
Re-Initiation I	5 exchanges
Listing	4 exchanges
Re-Initiation Response (i)	2 exchanges
Reinforce	1 exchanges

Student-Initiated Bound Exchanges

Re-Initiation I	3 exchanges

The most striking feature is the number of TEACHER ELICIT: OPEN Exchanges (40).

Section 2: Transmission Teacher's Lesson

In a lesson of sixty minutes, time was spent as shown below.

1.	Teacher-Class Interaction (with class operating as a group ie drilling)	nil
2.	Teacher-Student Interaction (teacher involved with one student at a time but the whole class participating)	36 minutes 15 seconds
3.	Student-Student Interaction	13 minutes 13 seconds
4.	Periods of Silence (when students are writing or reading)	7 minutes 47 seconds
5.	Listening Time (students listening to tape recorder)	2 minutes 45 seconds

Individual student talking time averaged just over 5 minutes each.

The 130 Free Exchanges are divided as follows:

Teacher-Initiated Free Exchanges

Teacher Direct: Verbal	41 exchanges
Teacher Direct	31 exchanges
Teacher Elicit: Check	22 exchanges
Teacher Elicit: Open	19 exchanges
Teacher Inform	8 exchanges
Teacher Direct: Verbal Activity Closed	3 exchanges
Teacher Direct: Verbal Exchange	1 exchange

Student-Initiated Free Exchanges

Student Elicit: Check	2 exchanges
Student Inform	3 exchanges

The 63 Bound Exchanges are divided as follows:

Teacher-Initiated Bound Exchanges

Repeat Response	20 exchanges
Re-Initiation R i	24 exchanges
Re-Initiation R ii	4 exchanges
Listing	7 exchanges
Reinforce	6 exchanges
Re-Initiation I	2 exchanges

Figure 1: Allocation of Time

	Interpretation mins	secs	% of Total Time	% of Total Time	Transmission mins	secs
1 Teacher-class interaction	3	29	5.8	0	nil	
2 Teacher-student interaction	14	31	24.1	60.4	36	15
3 Student-student interaction	42	00	70	22	13	13
4 Periods of silence	1	11	1.9	12.9	7	47
5 Listening time	nil		0	4.5	2	45
6 Student talking time drilling pc	1	44	2.8	0	nil	
7 Teacher talking time during drilling	1	44	2.8	0	nil	
8 Student talking time one to one with teacher during teacher-student interaction		20	0.5	1.1		40
9 Teacher talking time during teacher-student interaction	8	42	14.5	22		15
10 Student talking time one to one in student-student interaction pc	14	00	23.3	7.5	4	30
11 Teacher talking time during student-student interaction	nil		0	0	nil	
12 Total student talking time pc	16	00	26.6	8.3	5	00
13 Total teacher talking time	11	00	18.3	37	22	15

Figure 2: Distribution of Exchanges

	Interpretation	% of Total Exch	% of Total Exch	Transmission
1 Total exchanges in one hour	123	100	100	216
2 Total boundary exchanges	18	14.7	10.5	23
3 Total teaching exchanges	105	85.2	89.4	193
4 Total free exchanges	80	64.7	60.3	130
5 Total bound exchanges	25	20.4	29	63
6 Total teacher-initiated exchanges	110	89.3	96.7	211
7 Total student-initiated exchanges	13	10.6	2.4	5
8 Total teacher-initiated teaching exchanges	92	87.5*	96.3*	188
9 Total student-initiated teaching exchanges	13	12.5*	2.6*	5

Figure 3: Distribution of Free Exchanges

	Interpretation		Transmission	
	No of Exchanges	% of Total Exch	% of Total Exch	No of Exchanges
1 Teacher Inform	4	5.1	6.1	8
2 Student Inform	7	8.8	2.2	3
3 Teacher Elicit Open	40	50.6	14.5	19
4 Student Elicit Open	nil	0	0	nil
5 Teacher Elicit Check	2	2.4	16.7	22
6 Student Elicit Check	2	2.4	1.5	2
7 Teacher Direct	6	7.5	23.6	31
8 Student Direct	0	0	0	nil
9 Teacher Direct Verbal	11	13.9	32.7	41
10 Student Direct Verbal	1	1.2	0	41
11 Teacher Direct Verbal Exchange	nil	0	0.7	1
12 Teacher Direct Verbal Activity Open	6	7.5	0	nil
13 Teacher Direct Verbal Activity Closed	1	1.2	2.1	3

2.4 LANGUAGE TRAINING FOR NON-NATIVE TEACHERS - Jane Willis

Jane Willis introduced this session by making four general points about language training for non-native teachers:

1. That it is undermining for non-native teachers to have to do remedial language work. This point gave rise to her own book "English through English"*, which embodies the principles of a positive approach to language training without the negative implications mentioned above.

2. That it is difficult to make a clear separation between language and method. The two elements must go hand in hand. A course aim must be to integrate language sessions with input sessions.

3. That the transfer from the teacher training situation to the classroom is problematic. The teacher training, even down to the level of micro-teaching, may seem to be going well but new ideas are not being put into practice. This points to a need to do more work on the exploitation of textbooks to help weaker teachers who rely on textbooks as the backbone of their lessons.

4. That the methodology of the teacher training should reflect the teaching methodology you hope your trainees will then use in their classes. Here Jane cited the example of a group of Korean trainees who copied their trainer's outer language when teaching themselves. She felt that this was much more immediate to them than the input of specific language improvement sessions.

Jane then divided course participants into small groups. Each group was to work on a segment of a teacher training course to be run in either Korea or Somalia.

Background information was provided on the two countries by Jane Willis (on Korea) and Dave Clarke (on Somalia). This information included data on the educational system of the two countries, methods normally used to teach English, and details on the coursebook itself.

* Longman, 1981

[Note: Summaries of the groups' work are contained in the companion volume of case studies, available from English Language Services Department, British Council, on request.]

2.5 DISTANCE TRAINING FOUNDATION MODULE - Harley Brookes, Alison Duguid

Background

In Italy, there is a great desire, manifest over most of the country, for teacher training by Italian state school teachers of English. This desire stems from the fact that there is no Ministry teacher training in Italy for teachers of any subject, from the teachers' felt need to make themselves more professional and from the considerable input over a period of about 15 years from the British Council in terms of personnel and resources (Italy has had teacher training as a top priority programme for a number of years and there are now 10 members of staff concerned mainly with teacher training.)

It has become increasingly clear recently that we have not sufficient resources to cater for the increasing demand over the whole country. Out of this recognition of constraints was born the idea of writing a course, drawing on the expertise of Council English Language Officers and teacher trainers, which aimed at training teachers at a distance. The course would be of a self-access type but would use the existing voluntary groups of teachers, which meet regularly in their various towns and which at present use the services of the British Council, publishers, Italian experts, Spectourists*, etc to keep themselves up to date. Council staff would thus be released as coordinators, consultants and advisers when needed and the teacher training would be done on a more systematic basis than before.

Design of DTFM

A basic principle in the design of the course was that it should not tell teachers how to teach but would build on their existing awareness, knowledge, experience and skills and in this way become relevant in all the very varying teaching situations in Italy. The course consists of 10 units:

1. Individual language learning
2. The nature of language
3. Theories of learning and their methodological implications
4. Language as communication
5. Teaching speaking
6. Teaching listening
7. Teaching reading
8. Teaching writing
9. Testing and evaluation
10. Materials evaluation

(The theoretical nature of the first four units was a deliberate choice and in response to Italian teachers' wishes. Hence there is a linear progression at least for the first 8 units - units 9 and 10 can be taken out of order but this is not advisable.)

Each unit is divided into cycles, some having just one cycle and others two or three.

Each cycle in each unit has a consistent format of four main sections. These are:

1. Orientation
2. Activation
3. Application
4. Evaluation

* UK specialists touring overseas under British Council auspices.

1. Orientation: In this section there is an attempt to focus the trainee teacher's mind on the unit in question by means of recorded materials, extracts from books and magazines, questionnaires etc. The orientation section has to be done by the teachers at home alone or in pairs.

2. Activation: In this section, the teachers come together in their groups (which are led by coordinators - see below) of not more than 25 and discuss what they have read and listened to. At this session outstanding problems are hopefully cleared up. Also at this session, the teachers - individually or in groups - prepare a lesson or part of a lesson for use in their classes based on what they have read and which they are prepared to try out.

3. Application: This is done in the teachers' own classrooms. They use the work prepared in the activation session and try to make an evaluation of its success or lack of success and give reasons.

4. Evaluation: This section includes the teachers' evaluation of their work in class. This is sent to the British Council office and is re-evaluated and commented upon there. The evaluation is then returned to the group coordinator and then given back to the individual teacher.

(See diagram on page 103 for details of organisation and timing.)

The DTFM was piloted over two years and last year went public in the sense that the 3 Council offices in Italy offered it to the new Regional Institutes for Educational Research, Experimentation and Training (IRRSAE).

The coordinators are selected Italian teachers doing their own full-time teaching load who are trained by British Council personnel in their summer holidays in how to use the materials, how to handle peer groups and how to manage the administration.

Implementation of DTFM

The piloting of DTFM was carried out using 9 groups of teachers (3 in each of the 3 parts of Italy where there are Council offices). Feedback from this piloting was gained from regular visits to the groups and all-Italy seminars where the coordinators and British Council personnel met, and was incorporated into the second and third revisions of the materials.

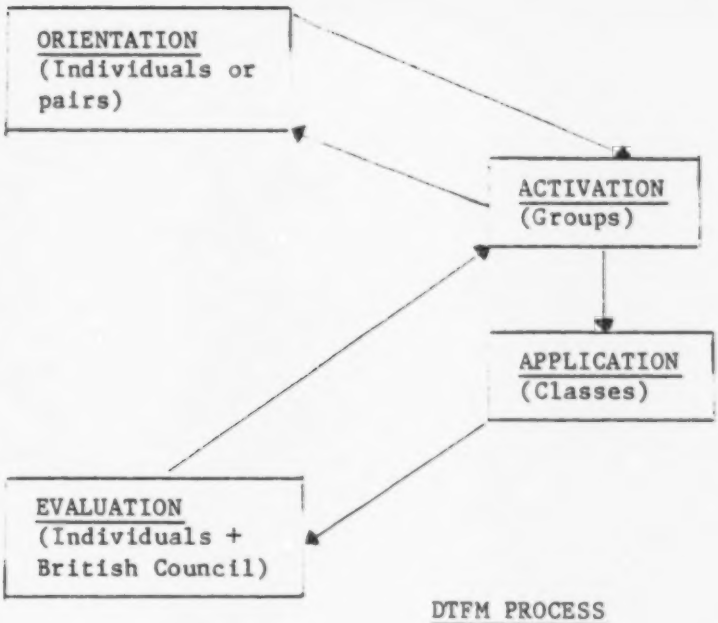
In the year 1982/83, 14 DTFM groups were formed through the cooperation between the British Council and IRRSAEs (see above). In the year 1983/84, it is hoped to start another 22 groups (9 in the North, 4 in the Centre and 9 in the South of Italy).

New coordinators have been trained at a course at Bergamo University and existing coordinators will also be used to run these new groups. Problems of administration have been found - the formulation of contracts with the IRRSAEs, getting teachers released for training courses from their normal teaching duties, finance, copyright permission, production of materials (typing, photocopying, copying of cassettes etc) but all have now been largely overcome.

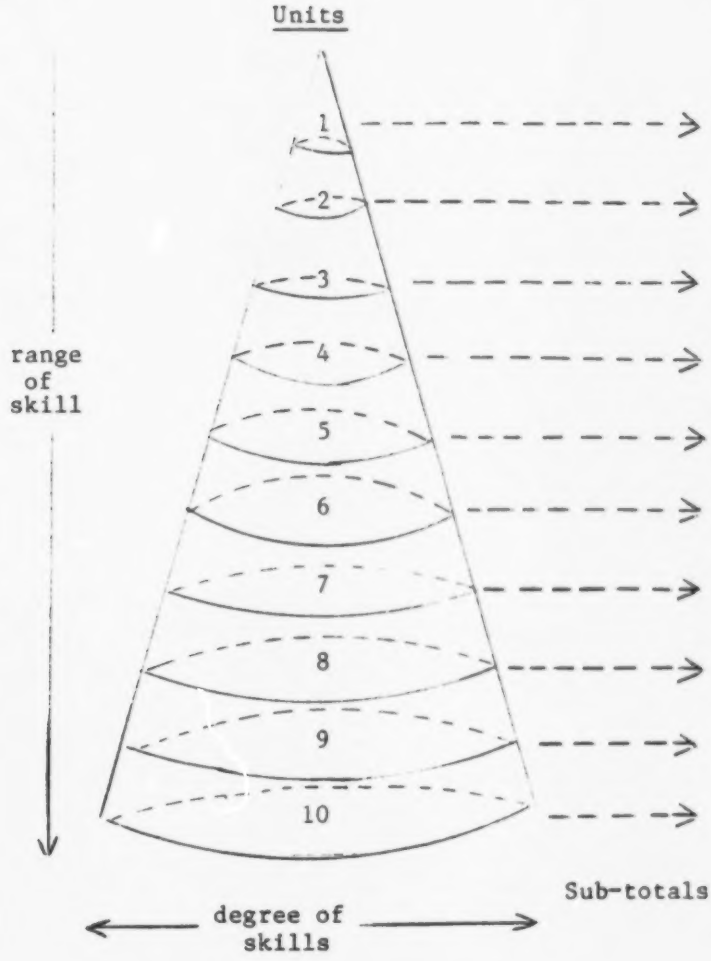
The success of the courses so far has been largely due to efficient administration at the British Council offices but also - and this cannot be over-emphasised - to the goodwill and dedication of the coordinators.

Conclusion

The DTFM is proving to be a very useful innovative tool for teacher training in Italy and we believe that it could be used either wholesale or in modified version in many other countries of the world where the British Council has teacher training responsibilities.



DTFM PROCESS



Units	ORIENTATION	ACTIVATION	APPLICATION	EVALUATION
1	6	2½	1	1
2	8	5	-	3
3	6	5	-	3
4	8	5	4	3
5	3	5	2	2
6	6	7½	5	3
7	6	7½	2	2½
8	3	5	2	2
9	6	5	10	3
10	8	5	5	4
Sub-totals	60	52½	31	26½
TOTAL		170		

Approximate Timing (in hours)

2.6 CLASSROOM OBSERVATION (1) - Richard Rossner

The first question considered the objectives of classroom observation. This was looked at initially by participants in pairs. Richard, in the feedback from this short task, suggested it would be useful to ask the question with reference to who does the evaluation. A summary can be found in Figure 1 "Who does the observation?".

The discussion then moved on to an examination of the rationale behind constructing an observation schedule. The following issues emerged:

1. Was the schedule to be based on an implicit (or even explicit) model of teaching whereby the categories governed the data gathered in a selective or directive manner, or was it to be more "loosely anthropological"?

2. Should the schedule be based on prescriptive criteria or have a more discovery-oriented rationale?

3. What level of focus should be adopted in the schedule eg "teacher behaviour" or aspects of that behaviour, such as eye contact?

4. Should the schedule be a research or observation instrument?

With these distinctions in mind, Richard then outlined his criteria for constructing a schedule. The model proposed had the following features:

1. It should be GLOBAL.

2. It should be FLEXIBLE.

3. It should be able to facilitate observation, materials evaluation and planning.

4. It should be GENERATIVE.

5. It should have incorporated in it RANK-SHIFTING features, working from the general to the specific and vice versa.

6. It should be EASY TO USE.

7. It should be ANALYTICAL rather than ideological.

Richard then outlined a schedule that he had been developing (see Figure 2). Participants watched a short video clip, attempting to use the system. This proved to be rather difficult given the time constraints and our unfamiliarity with the system. It was generally agreed, however, that the categories were potentially very rich in the amount of data that should be collected. An example of how a category, namely "Teacher Role" could be developed, is shown in Figure 3.

A suggestion of how the scheme might be applied for a training course is given in Figure 4. This application covers what he termed a "whole lesson" approach. Figure 5 suggests a "single feature" application.

Figure 1: Who does the observation?

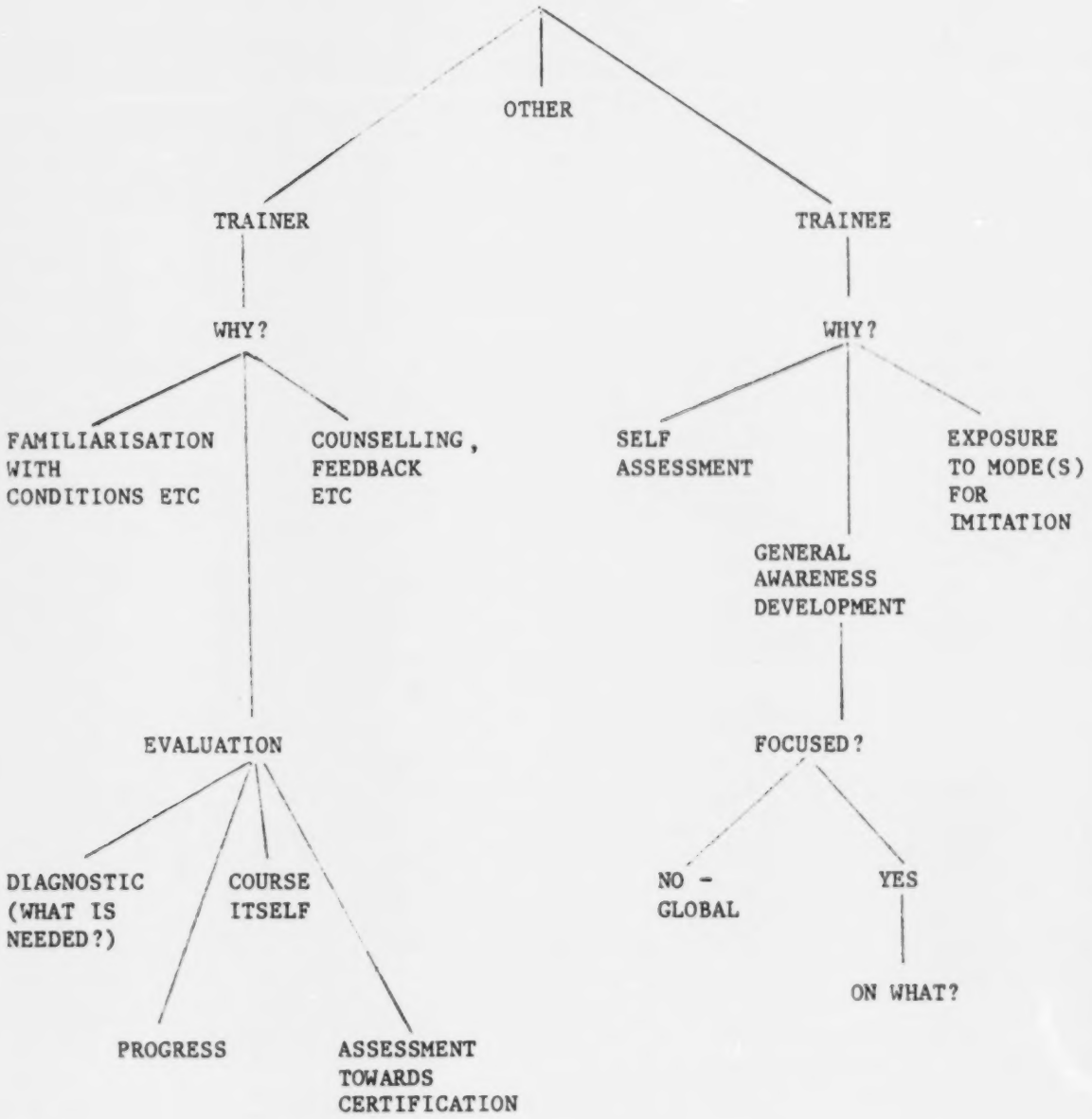


Figure 2: A Scheme for Classrom Observation

Figure 2: (cont)

CONFIGURATION		TEACHER'S ROLE	LEARNERS' ROLES	MATERIALS			
GROUP SIZE	TYPE			DERIVATION	TOPIC	TYPE	MEDIUM
30+	t - ss	1 dominant	self	purpose-made	real + personal	words	book
20+	t - s	2				sentences	paper
10+	ss - t	3	neutral	adapted	real + impersonal	dialogue	board
n x 4	ss - ss	4				text	card
n x 3	s - s	5	not self (role, part)	made for non-LT purposes	mixed	pictures	mech visual
n x 2	s - ss	absent				actions	
solo	s - t				unreal	matrix	teacher
	s - text					diagrams	mech audio
	ss - text					etc	objects
							etc

Figure 3

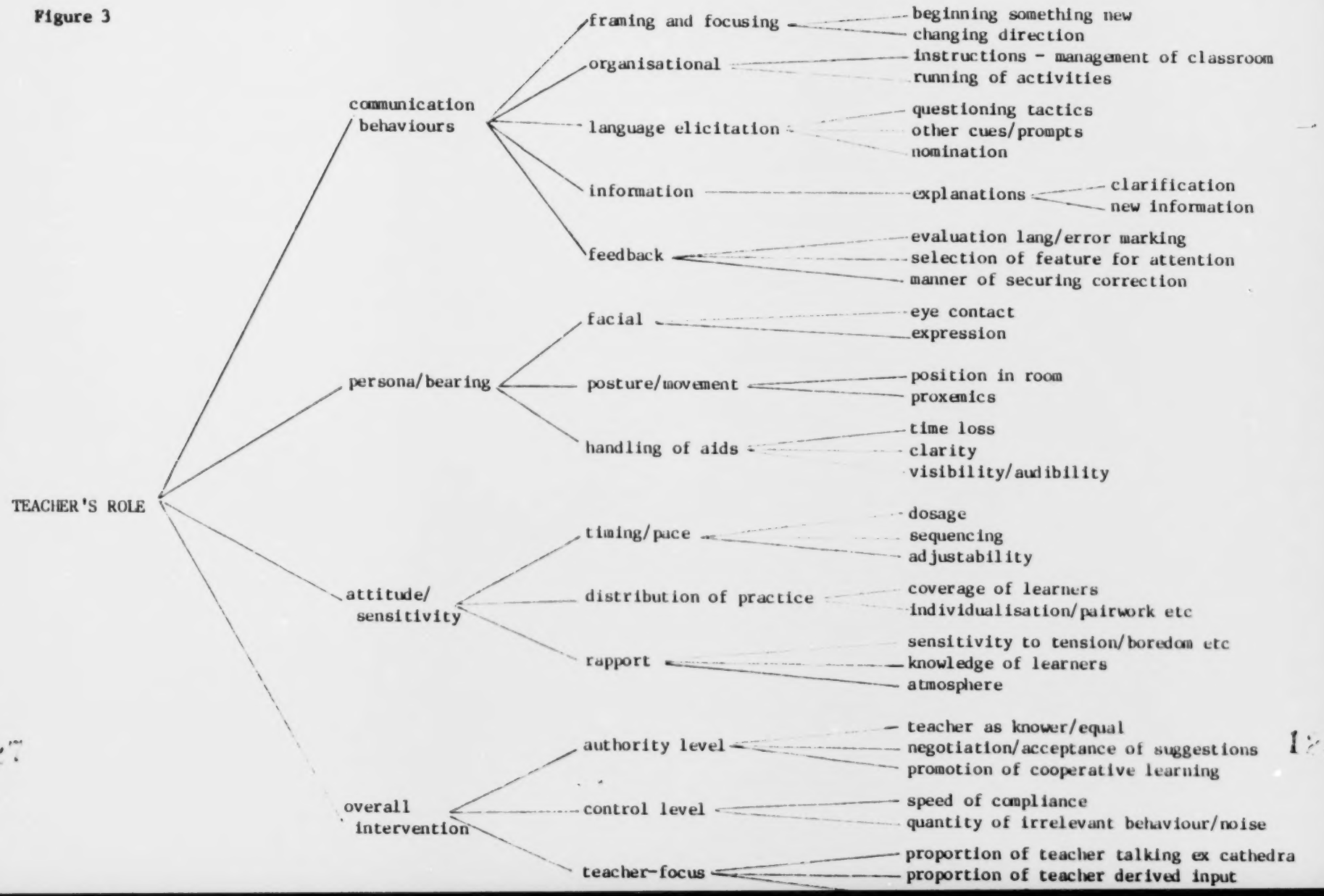

TEACHER'S ROLE
communication behaviours
framing and focusing
beginning something new
changing direction
organisational
instructions - management of classroom
running of activities
language elicitation
questioning tactics
other cues/prompts
nomination
information
explanations
clarification
new information
feedback
evaluation lang/error marking
selection of feature for attention
manner of securing correction
persona/bearing
facial
eye contact
expression
posture/movement
position in room
proxemics
handling of aids
time loss
clarity
visibility/audibility
attitude/ sensitivity
timing/pace
dosage
sequencing
adjustability
distribution of practice
coverage of learners
individualisation/pairwork etc
rapport
sensitivity to tension/boredom etc
knowledge of learners
atmosphere
overall intervention
authority level
teacher as knower/equal
negotiation/acceptance of suggestions
promotion of cooperative learning
control level
speed of compliance
quantity of irrelevant behaviour/noise
teacher-focus
proportion of teacher talking ex cathedra
proportion of teacher derived input

Figure 4: "Whole Lesson Approach"

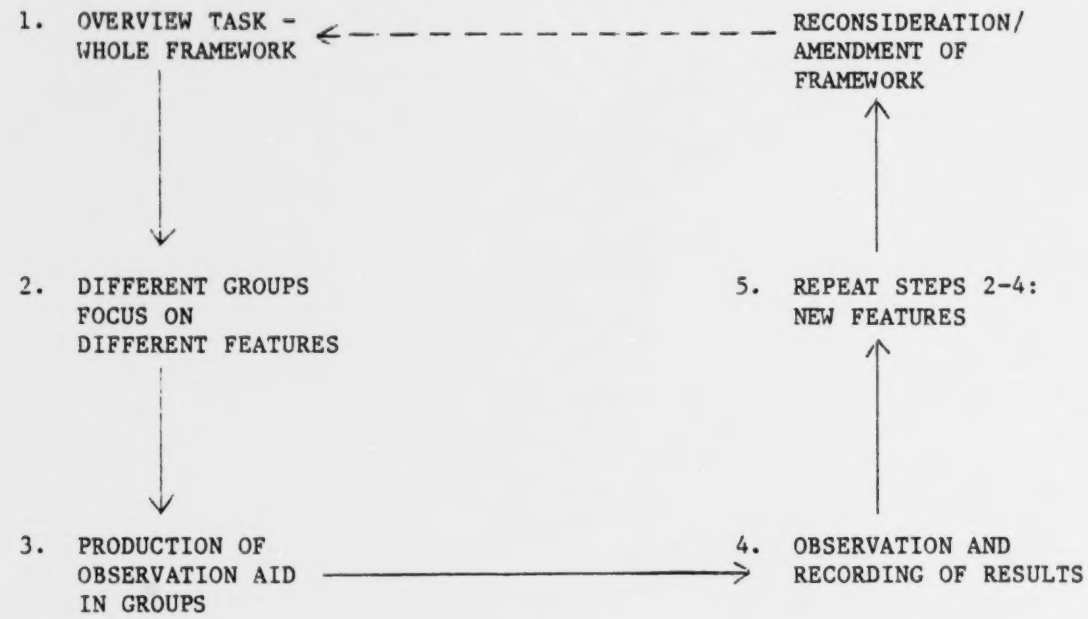
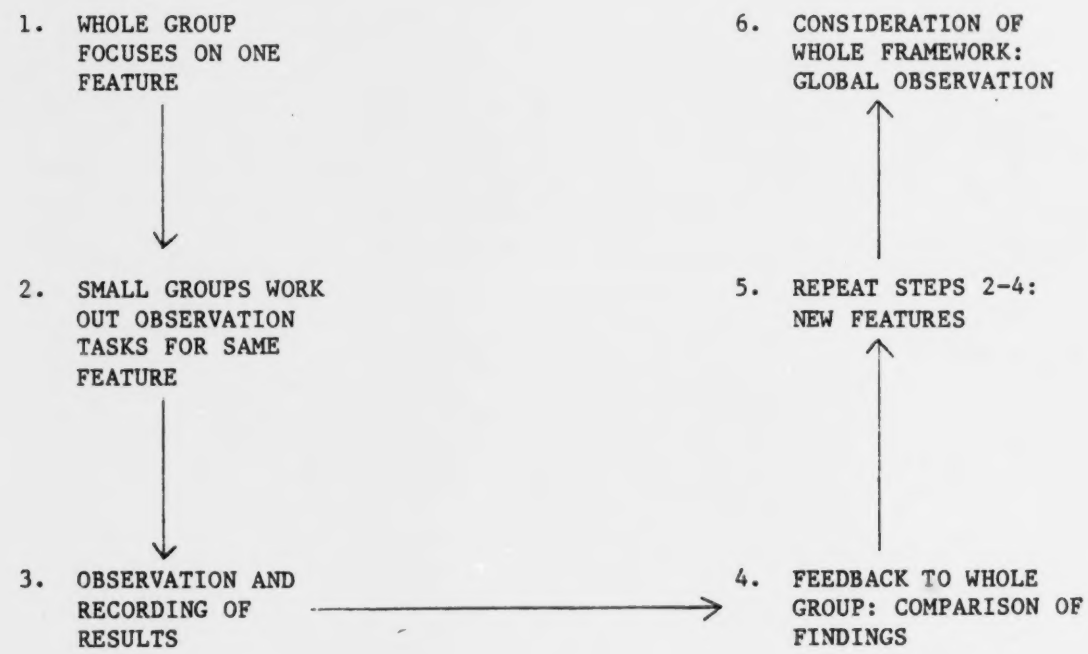

1. OVERVIEW TASK - WHOLE FRAMEWORK
RECONSIDERATION/ AMENDMENT OF FRAMEWORK
2. DIFFERENT GROUPS FOCUS ON DIFFERENT FEATURES
5. REPEAT STEPS 2-4: NEW FEATURES
3. PRODUCTION OF OBSERVATION AID IN GROUPS
4. OBSERVATION AND RECORDING OF RESULTS

Figure 5: "Single Feature Approach"


1. WHOLE GROUP FOCUSES ON ONE FEATURE
6. CONSIDERATION OF WHOLE FRAMEWORK: GLOBAL OBSERVATION
2. SMALL GROUPS WORK OUT OBSERVATION TASKS FOR SAME FEATURE
5. REPEAT STEPS 2-4: NEW FEATURES
3. OBSERVATION AND RECORDING OF RESULTS
4. FEEDBACK TO WHOLE GROUP: COMPARISON OF FINDINGS

2.7 CLASSROOM OBSERVATION (2) - Richard Rossner

The session began with a résumé of the issues raised in the initial discussion (see Figs 1, 2 and 3 above). The emphasis then had been upon the degree and nature of trainee involvement built in to an observation component of a teacher training course.

It was the consensus view that this was highly desirable and more likely to promote the developments of a degree of self-awareness in the trainee.

Richard then shifted the focus to that of the position of the teacher trainer and others concerned with evaluation. He raised the question as to what extent it would be possible, albeit desirable, for any assessment procedures to mirror observation procedures?

One major problem regarding assessment for the teacher trainer, and especially acute for an external assessor, was the matching of criteria with the actual course implementation and adjustments in the 'hardware' of any course.

The format of the new RSA Assessment sheet was then glossed for us by Richard and although the former headings of the old sheet were retained, the number and type of sub-headings had been significantly expanded, with greater emphasis upon a humanistic approach, including assessment of strengths and weaknesses rather than PDF* (although the final assessment contained a PDF element). In the new approach there was an emphasis upon not trying to do everything and a healthy balance of general and particular observations. It was suggested that this would help to destroy the notion, reinforced by the old format, of an 'ideal' 'RSA' lesson.

The task for the morning was then set: Richard was particularly anxious that at least two groups should tackle the Mexican teacher training project: one actually in progress, the other, one with which he had been involved in the recent past. The rest of the groups decided to focus on their case study projects. The task was as follows:

> To formulate a specific outline for an observation component appropriate for their design project. This would include details of the procedures, tasks and sequencing of tasks for the trainees and where possible provide an example observation sheet.

As regards the latter, a possible taxonomy of observation sheet types was displayed (see Fig 6).

The contexts for the observation were to be as follows:

> Who was to be observed?
> Teaching whom? eg peer group
> What type of plan? eg for students or others
> The status of the lesson Was it live, video, or audio?
> Amount? eg whole class or small group or a disembodied fragment.

Brief summary of groups' recommendations:

> 1. The Oman group had formulated a detailed description of a proposed observation component (see pp 42-44 for full details). What seems an interesting innovation was the element of self-evaluation which was

* pass/distinction/fail

Figure 6: Some Observation Sheet Formats

1. OPEN

eg

TIME	WHAT HAPPENED?	COMMENTS

2. CHECKLIST

	COMMENT
VOICE	
EYE CONTACT	
GESTURE	
FACIAL EXPRESSION	

3. COLUMNS FOR FOCUSSED NOTES

eg

ERROR	REASON	SIGNALLED	HOW?	CORRECTED	HOW?	TREATMENT	JUSTIFIED?

4. QUESTIONS

eg Did teacher mark error?
Did teacher allow time for self/correction?
Was there student/student correction?
etc

required of trainees following a very specific assessment sheet - designed by the trainer, and this self-evaluation was in turn evaluated by the teacher trainer.

2. For the Mexico 1 group the emphasis of the component was on discussion and trainee participation in designing their own sheets, which would produce the focus of observation.

3. For the Mexico 2 group pre-course observation was required which was to be task-focussed, with the trainees required to "write what the lesson was about" and then to list "two things you liked and one thing you didn't like". In this way they would arrive with definite input.

4. The Sierra Leone group visualised this as a tool for the follow-up of in-service courses to be used by the Teacher Supervisor in schools and also as part of the in-service programme to familiarise teachers with the sheet. Therefore it would be negotiated by participants and be descriptive.

5. For Thailand the focus was upon specific "types of lesson". There would be an open-ended observation sheet (of lesson stages) followed by discussion of the lesson goals. There would then be an attempt to change teacher styles.

PART THREE

EVALUATION

3.1 INTERIM EVALUATION

Clive and Tony wondered if their presence as organisers might be inhibiting to the discussion, but no other participants thought this a problem. David suggested a plenary format, everyone agreed, and the session got under way. What followed was a series of comments on individual experiences, rather than an evaluation process in which consensus was sought. The following statements, therefore, in no way represent group decisions or common positions, except where this is clearly indicated.

One suggestion was that activities should be more narrowly defined, to allow more time for a deeper treatment. Another idea was that separate activities should be provided for Council, DTE and KELT staff, in order to meet their separate interests. However, the vast majority thought it much more profitable to mix these groups and learn about other people's situations. Given that what is needed is a balance of activities, this year had too many oriented towards DTE, and RSA exams.

Everyone was happy with the use of groups and wanted the composition of the groups to continue to be changed.

In the What gets in your way? session, the question of the non-viability of KELT posts that are unsatisfactorily set up was raised. Most thought there should have been more time to evaluate the case study proposals. Several felt the Communicative Grammar session might have been shortened or omitted.

Discussion with colleagues on the tasks was thought useful, as was having a goal to achieve, but perhaps those in charge of the tasks had not thought the activity through enough. Participants should have been told exactly what was happening and should not have been diverted by false deadlines.

Tony responded:

Dick Allwright's dropping out caused changes in the timetable which rushed the evaluation procedure of the case studies. More time for this, or other sessions, could be arranged in the second week on request. Some RSA sessions were meant to have been voluntary. One point of the seminar is to raise issues and provide a forum for such things as RSA, OCTB etc, if special interest groups want to get together.

A voluntary group session was arranged for discussion of the contents of the book display.

More information about participants was requested at the beginning of the course. This could be collated from the pre-course questionnaire.

A long discussion of the case studies and the role of resource persons produced an overall preference for the exclusion of resource persons from the working group dealing with their own real-life project. Resource persons were generally pleased with the product of the groups and felt that they would probably have wanted to steer groups away from the directions they had taken, had they been in the groups themselves. The two Sierra Leone resource persons, who had been in their own group, appeared least satisfied with the material produced and said they would prefer in future to work on a task other than their own. Other participants supported the idea of having the resource person available, but not in the group.

Rather too much background material had been provided, particularly Stage 3, which was little used. Most useful was the information given by the resource person.

The majority found it stimulating to have been working on tasks that existed in an actual working situation rather than a simulation. It was also suggested that discussion of the decision-making diaries was the most interesting part of the case study process. To complain about not having enough time to finish the product was to miss the point. Resource persons repeated that they were also pleased, for the most part, with the product. Exactly what and how much background information is needed must be gone into. Not all the background reading was appreciated or read.

In some case studies the Stage 3 materials consisted of what had actually been produced, ie the goals of the current case studies. Should these have been used for the evaluation procedure? Most thought not.

Clive commented:

The idea was to simulate an "arriving at post" situation. There were not supposed to be any correct answers.

It was suggested that a more precise specification of goals for the case studies would have avoided unnecessary confusion and time-wasting.

It was noted that the projected continuation of last year's Dunford had been made impossible by the non-appearance of the Dunford 82 report, which would have been sent as background reading. The use this year of group-level evaluation feedback was thought better than the plenary style that was used in 1982.

Discussion then moved to the following week. What should speakers be told?

In general, participants wanted a continuation of varied modes of work, with input coming from the session leader and being worked on by the participants. Visiting speakers should come for as long a period as possible before their sessions.

There was a feeling of satisfaction with what had taken place and anticipation of more good things in the week to come.

3.2 PARTICIPANTS' COMMENTS FROM END-OF-SEMINAR QUESTIONNAIRE

1. As with all questionnaires, this gives no accurate picture of the course for me, a stimulating and challenging programme, beautifully designed and balanced, plus really efficient organisation plus a "management" which was effective because informed, interested and involved. Brainstorming very valuable.

3. Real tasks are better than simulations. More careful choice of pre-course reading.

3. On balance the seminar was a most useful experience and thoroughly enjoyable.

4. I found the seminar a very worthwhile experience.

5. Most input more relevant to the DTEO than the KELT situation. Merely having a group working on primary English was not an input for people working in the primary English field. Little of relevance to those of us working in difficult circumstances, eg Sudan, Sierra Leone, and other ASOS countries. But much of general interest - I got nothing particularly useful for my own situation but a very good idea of the direction things are taking in the technologically "first" world. ELT clearly has its own North-South.

6. In general, I felt the "effectiveness of presentation" in some cases was affected by the tasks we were expected to complete in the time available - some of them were aimed at "process" and the time was not enough to allow "process" to develop, so that what one "went through" was too little for the experience to be as useful as it could have been.

   Presenting sessions: sometimes visual aids were unreadable and hand-outs/material for tasks were not enough. Surely a very elementary mistake from people involved in teacher training?

   Time allotted to case studies: OK in our case but this was only because of the group admixture of personalities, ways of working and relevant field experience which simplified the task of deciding our project design.

   Evaluation: inadequately covered for reasons I quite understand. However, this is one area where we desperately need help and I feel "let down" by getting so little on it (particularly, given the way in which the pre-seminar sheet focused on this area).

7. Book exhibition: most of the books displayed referred to the European context, and therefore would be unsuitable culturally for many Third World situations. I would have liked to see more materials specifically geared to the Third World and Muslim countries.

   Choice of options in second week would be helpful, viz: either 2 days on university-led school of thought or two days on new project/case study on TT.

   "HQ back-up" people were an inhibiting factor to the session they sat in on, ie before the round-table session. They should not be allowed to sit in on plenary sessions, perhaps, but just be a "fly on the wall" to case study discussion. Also, they could hold individual "clinics" in the evening, to which interested questioners could go.

8. The only reaction worth noting separately is with relation to timing. I found every activity of interest but it was never possible to complete a task satisfactorily because of lack of time. This meant that tasks were only half-finished and so the aim of the task was often not achieved - this is particularly true of: 1. classroom observation; 2. language training for non-native teachers. It also meant that sessions tended to over-run, particularly at the end of the day when everyone was tired anyway.

9. It was very interesting finding out about different projects and situations in other countries.

The book selection contained many ELT/EFL books but lacked a wide selection of ESL/Africa teaching books.

The individual presentations frequently ran out of time at the demonstration point. Too much RSA base for the different sessions. Insufficient time for group work. It was interesting examining different project materials.

10. Depends on self-interest, but problem of trying to satisfy everyone in any given session. Despite our desire not to be splintered according to DTE, KELT, etc, there was a definite polarisation of interests around these groups. The sessions were often pitched at a level of generality which would capture everyone's interest.

Often resented "outsiders" being here. "Round Table" produced much circularity and highlighted communication problems on both sides. The weekend was very pleasant. Sensed a very distinct, perhaps too abrupt, change from week 1 to week 2. Week 2 far too input-oriented.

Hope everyone feels that many tasks were very rich in process terms and not cheated by the fact that nearly all were left hanging in the air.

A pity that, but interesting that, small group solidarity was crushed by the first day of week 2 - yawn, yawn. But better that we started to develop a larger group solidarity from the apparent rejection of the input-oriented sessions.

Although my perceptions have definitely been improved, I can't at present say why. Watch this space. Does it matter that I can't say? Yet?

Enjoyed the participant-orientedness and the fact that course leaders were peers.

This has been a rich therapeutic experience (seriously).

Large plenary sessions tended to be less rich than group work.

Lots more, but too burned out to write. Thanks a million!

11. I'm not sure you can do things at micro level without going through macro (but is that because I wasn't here last year?).

12. "Review/evaluation" sessions needed more time. The "Round Table" was not integrated - the switch to "in-house" matters. Julian's session ("The Role of the Foreign Expert") concentrated minds - the outcome should have been made available to the HQ staff. Perhaps they could also do the task. Questions could then be written in advance and with the knowledge that the matter was of general interest.

A slightly more structured "getting to know you". Other tasks did not get a fair share of time available, eg Korea/Somalia tasks.

13. The process was most important and the need to produce a "finished article" got in the way.

14. First of all, I'm sorry this is so late. I'm not sure if the time lapse has disqualified my reactions, either because you've done all your calculations or because I've forgotten in the meantime what actually happened.

Thing is, I was much too conferenced to handle this huge evaluation assignment at the last session, and I think a lot of those who handed it in then might have been in a similar state. Why not give out the evaluation instrument a few days earlier? Or at the beginning of the seminar? Or tell folks to keep it a few days and send it in. (Yeah, I know, you might not get many.)

I wonder if you are really going to get so very much specifically usable information from the 48 discreet grades that you ask for on the first page. Would you have got as much as asking folks to keep those points in mind and give one grade for each session?

Another thought on the final session. I like the idea of asking folks to design their own Dunford, but this is not a comment/evaluate activity. Sure it's easier to comment on somebody's work than do it yourself, but surely it is that easy task that you want to give people, just in case they turn up a good idea on top of the work that you have done.

As for designing a Dunford, why not build that in as a regular final Dunford session? Give out the theme of the following year and let folks get on with it. Groups could either work on the whole programme, or concentrate on a section of it. It would be an enjoyable activity in itself, would both feed and draw on that "wanting to belong to Dunford" feeling that builds up over the seminar, and would give a whole bunch of ideas for the person in charge to check through and buzz on.

15. Back to Cameroon in 2 days' time. Chaos, rain and mud. The balmy Dunford days and nights take on an almost unreal air in comparison with what I face for the next year. But the ideas and mental jerk the seminar gave live on with the very happy memories. Thanks again for a fine fortnight.

16. (30 Aug) Just a short note to say that I've found the Dunford Seminar extremely useful already. I've come back with a generous supply of new ideas and I'm busy now making them a reality. Thanks a lot. It was all very worthwhile.

3.3 DUNFORD '83: REPRISE - Tony Wright

Two weeks since the end of the Seminar. I decide to try and arrange all the paper accumulated at Dunford in the blue ring-binder. Maybe doing this will help put things in perspective and somehow put the experience into a proper frame of reference, closing the chapter.

As I attempt to make sense of all the handouts, the diagonal notes, the cryptic comments to myself or whoever was sitting next to me at the time, the empty spaces and so on, I become aware of what I had sensed at the time the Seminar broke up - that this was not a chapter to close as such. Now why does that thought remain with me? What lingers on? What have I carried away with me? What, precisely, or otherwise, was it all about?

The answer may be in this jumble of paper in front of me. Now, where's the stuff that's going to be useful on the project? You know, the checklists, the solutions, the pre-packaged panaceas for the problems I face. There are none. [How do I explain that to Rep? "No, I'm afraid Dunford hasn't come up with an answer." Then what the hell were you doing for 10 days?]

IRF? (IMF may be more appropriate) .... Outer and inner .... deeply-held attitude to the T/L process .... process .... global, flexible checklists that are easy to handle - holistic or fragmentary? .... what's this? 'The Role of the Foreign Expert' .... now why didn't we have that at the beginning of the Seminar? Get our attitudes out into the open. But we might have typecast each other, you know - innovators and consolidators, boat-rockers and head-bangers .... it would have been a different seminar .... yes, Tony and Clive were right to put that in the second week, but time was running out for such a potentially rich activity. Then maybe it was too generative, and thus too risky .... case studies .... how much did Clive and Tony influence the composition of those groups, I wonder? It's the only product we have from ten days' work together .... it would be good to think that it helped the resources person .... solved that particular problem in some way ....

All arranged now, in temporal order. It looks thin. It conceals so much, though. What would an "outsider" think if he saw the file? Would an "outsider" understand? Perhaps it could be a form of feedback for Clive and Tony?

Yes, see it from their side, too. We weren't gathered from all corners of the globe to solve each other's or the world's problems. There was a deeper and more lasting undercurrent - the release of being a participant rather than a leader. As a participant you are freer to take risks. From the implementation side of a programme, that is. But the type and frequency of the risks must in some way be determined by the design. Dunford '83 was designed at long range. All we knew, as participants, was that we were getting a case-study task and various other inputs. The dilemma of the organiser - how to maximise the process and thus induce risk-taking and exploration while at the same time trying to maintain some sort of control. Participants are the driving force behind any seminar or workshop - the secret must be in producing activities that are sufficiently open-ended for many potential options to be considered. To go all the way, participants must also be designers too. But how many of us would be prepared to take that radical step? Back to Allwright's boxes - we skip, and have to skip, from box to box, as both participants and organisers. To be a participant is far less onerous than an organiser - the outcome, the process is the result of successful (or otherwise) interaction between the two sets of parties involved. Dunford '83, to a large extent, given the inevitable bottlenecks, succeeded in going some way towards creating a genuine atmosphere of process, rather than product (if ever the two could be

separated?) However, I am left with two sets of questions in my role as an organiser of (and therefore participant in) training sessions:

1. How predictable, in terms of processes, are different types of task? Do we know enough about tasks to actually give an answer? How much do different tasks appear to vary from trainer and trainee perspectives?

The question of 'case-study versus simulation' occurs again. How open-ended are the two different approaches? Can they be combined?

2. Can we ever (or is it desirable to) get away from materials-orientedness? Or is it how we approach the T/L materials?

Back to square one - "minimalism". Is it a soft option or hard-headed realism or something else? Is minimalism only a matter against which trainers and trainees can evaluate their efforts? Eclecticism sneaks in, although one is always conscious of the criticism of "lack of rigour". But training is a human endeavour, and rigour and dogma surely have a lower priority in such ventures. In our 10 days at Dunford we all, from our different standpoints, experienced a process. Back in the world again, it is the nagging suspicion that we lack the means to explain the processes we set up and go through. We drift into fuzziness, or is it just me? Out in the world again it's clear that not much has changed, but some things certainly look a little different ....

How do I transmit <u>that</u> to my sponsors?

APPENDICES

APPENDIX 1: LIST OF PARTICIPANTS

NAME	COUNTRY	POST	
Tony Adams	Chile	Director General, Instituto Chileno- Britanico de Cultura, Santiago	DTE
Peter Bint	Oman	Chief Inspector of English, Ministry of Education	KELT
Sallie Buchanan	Sudan	Consultant in ELT, Ministry of Education and Guidance	KELT
Harley Brookes	Italy	English Language Officer, N Italy	BC
Ray Brown	Sri Lanka	Teacher Training Adviser, Ministry of Education	KELT
Mike Chandler	Kenya	Adviser in ELT Education, Ministry of Basic Education	KELT
David Clarke	Somalia	Curriculum Development/Textbook Specialist, Ministry of Education	KELT
Linda Cody	Sudan	Lecturer in Methodology, Intermediate Teacher Training Institutes	KELT
Tom Cowin	Algeria	English Language Officer (designate) (ex-DOS, DTEO, Barcelona)	BC
Alison Duguid	Italy	Teacher Trainer, DTEO, Naples	DTE
Julian Edge	Turkey	Adviser in English, Education Dept, University of Istanbul	KELT
Margaret Falvey	Hong Kong	Teacher Trainer, DTEO, Hong Kong	DTE
Richard Freeman	Turkey	English Language Officer (ELO, Nigeria, designate)	BC
Stuart Greenhalgh	Egypt	ELT Adviser, Alexandria Technical School	KELT
David Harper	Saudi Arabia	Director, English Language Centre, King Abdul Aziz University	BC
Anne Hayes	Sierra Leone	Adviser in ELT, on secondment to Ministry of Education	BC
Rob Hirons	Kuwait	Assistant Director of Studies (Teacher Training) DTEO (DOS designate)	DTE
John Laycock	Thailand	ELT Specialist, Chulalongkorn University	KELT
Sean Lyle	UAE	Director of Studies, DTEO, Dubai	DTE
Andrew McNab	Angola	Senior Teacher of English, National Language Institute, Luanda	ODA
Elizabeth Munro	Bahrain	Assistant Centre Director (Teacher Training) DTEO	DTE
Annette Odell	Venezuela	Lecturer/Supervisor, DTEO, Maracaibo	DTE
Joy Salem	Egypt	Assistant Director of Studies, DTEO, Alexandria	DTE
Christine Street	UK	Educational Media Adviser, BC (ELO, Turkey, designate)	BC
Gillian Westaway	Colombia	Assistant Director of Studies, DTEO, Bogota	DTE
Huw Williams	Mexico	English Language Officer	BC
Judy Woodings	Sierra Leone	Lecturer in English, Port Loko Teachers' College	KELT
Paul Woods	Sierra Leone	Lecturer in English, Makeni Teachers' College	KELT
Tony Wright	Cameroon	English Language Adviser, Provincial Educational Delegation for SW Province, Buea	KELT

APPENDIX 2: Groups for Case Study Design Tasks

	SIERRA LEONE	OMAN	THAILAND	KUWAIT	CHILE	HONG KONG
RESOURCE PROVIDER	Ann Hayes	Peter Bint	John Laycock	Rob Hirons	Tony Adams	Margaret Falvey
MEMBERS	Mike Chandler	Harley Brookes	Peter Bint	Sean Lyle	Rob Hirons	Tony Adams
	Linda Cody	Sallie Buchanan	Ray Brown	Liz Munro	Andrew McNab	David Harper
	Tom Cowin	David Clarke	Margaret Falvey	Annette Odell	Christine Street	Alison Duguid
	Julian Edge	Stuart Greenhalgh	Richard Freeman	Joy Salem	Huw Williams	John Laycock
	Ann Hayes	Tony Wright		Gill Westaway		
	Judy Woodings	Paul Woods				

APPENDIX 3: Case Study Design Tasks: The Process Diarists' Reports

Members of each case study group were invited to describe and discuss the group process involved in completing the assigned tasks.

HONG KONG GROUP

The Hong Kong case study group reported that roles only emerged when there were time constraints. No formalised group roles were needed or wanted. The group needed human briefing even if it was only what was stated in the briefing papers, since it was felt that this made the task seem more realistic. Once the group was immersed in the task they resented the intrusion of the Representative's memos as these were a distraction from what was seen as a real situation.

OMAN

The experience of this group was similar to the Hong Kong group. No distinct group leader emerged and the group worked as a coherent unit. Sub-groups were required for production tasks, although this was not perhaps always the most efficient form of organisation since there was a constant need for liaison and checking between the sub-groups.

The task itself was very narrowly defined and it was felt that this made the process of production simpler. The provision of a resource person with actual experience of the Oman project proved to be very useful and valuable.

CHILE

A "pusher" and diarist were initially appointed but these roles failed to last throughout the task. The process was goal-oriented because of the final evaluation session. Some important points were perhaps conceded too easily as the task involved producing a finished document in very limited time and a full consideration of the case study problem was not possible. There was discussion about the value of evaluation at the end of the task. Some resentment was expressed at having to parade the product before colleagues. It was suggested that the evaluation session be regarded as a "helpful filter" and a means of improving the group product.

THAILAND

No roles were assigned initially. As the group became fully engaged in the task individuals pushed along their own specific interests. The human contact in the form of the Resource Person was felt to be more informative and useful than the printed word. Two members of this group were resource people for other groups which resulted in their being frequently absent from the group task. This was considered to be a definite problem. It was suggested that resource people should either stay in one group and not be involved in another or they be given a reduced case study to allow for time to be given to permit them to play the role properly.

SIERRA LEONE

The roles initially appointed of pusher and diarist broke down in the task due to the division of labour. Within the group there were two resource people which resulted in no one doing any reading. There was a discussion on the advantages and disadvantages of having a resource person in the group. An advantage was that blockages in the production process were resolved by the

resource person: solutions were ready-made. This, however, often resulted in no group decision-making taking place or consensus of approach being negotiated. Responsibility for decision was left with the resource person and this possibly inhibited creativity.

KUWAIT

The Kuwait group redefined its task and rejected its resource person. The task was adapted to the circumstances of the group members. The tasks were carried out in sub-groups which worked in parallel. A new resource person emerged in line with the revised objective.

APPENDIX 4: Communicative Grammar in Teaching and Teacher Training
Rod Bolitho

In assessing RSA exams the Chief Examiner had noted 3 main problems:

i. although trainees often adopted good surface techniques there was often no analytical underpinning to content.

ii. there is no one-to-one relationship between structures and functions but often these are taught as if there was - appropriateness was neglected.

There are three possible ways of dealing with grammar within the limits set by time constraints. These might be:

i. The teacher selects vital areas on which to concentrate and creates his own "mini-syllabus".

ii. The teacher devises self-access tasks which drive students to relevant grammatical reference books.

iii. The teacher sets up groupwork involving a problem-solving activity, eg the task which follows.

Task

a. On your own, list 3 grammatical points you find difficult to teach, then in groups negotiate a final list of 3.

b. Write a language sensitisation exercise highlighting one of these problems.

Summary of grammatical difficulties by group:

1	2	3	4	5	6	7
simple vs continuous	future	condition-als type 1 & 2	3rd person sing present	clausal coupling (causative)	present perfect vs present simple	future
word order in questions	must/have to /need	modals (should)	interroga-tive in simple sentences	must/have to /need	-	modals (should)
to be + complement	present perfect	present perfect	future	present perfect	-	generic uses of definite article

It was suggested the creation of such a chart could be viewed as a working model for a negotiated syllabus for grammar with a group of intermediate or advanced students. Groups produced a variety of language sensitisation exercises based on the above problem areas, eg:

Group 4: Simple Present

I walk)
You walk) Which is wrong and why?
He walk)

Group 5: Clausal Coupling (Causative)

Three steps were follows:

i. Write down 3 things you did in the past month which you did not expect to do.

ii. Write 3 more sentences on why you did them.

iii. Exchange papers with a neighbour and write 3 new sentences on what he/she did and why, using "because".

iv. Check the truth of these statements with your partner.

The rationale for this exercise was that it gave an opportunity to discuss methodology using data from students and focussing on common grammatical problems.

Group 6: Present Perfect vs Past Simple

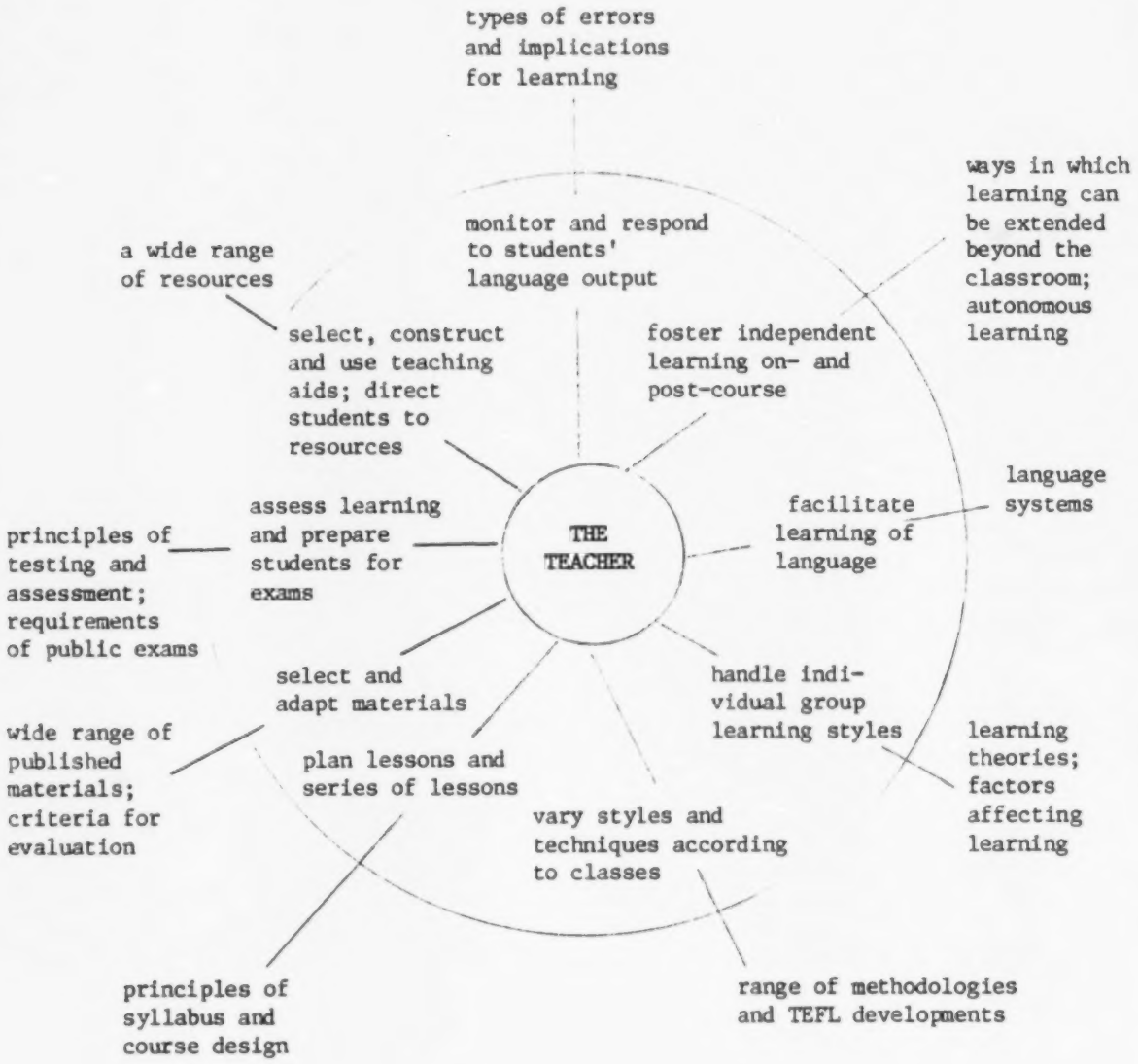
It was decided that this was a problem of concept, not of form, and therefore translation could be used to elucidate the difference.

Summary

Students had a personal stake in such exercises which involved the elicitation of data about themselves, and the existence of a potential information gap between partners could be very productive.

APPENDIX 5: Open Session on RSA CTEFLA (Royal Society of Arts Certificate in the Teaching of English as a Foreign Language to Adults)* - Rod Bolitho

The revised RSA syllabus was represented as follows:


types of errors and implications for learning
ways in which learning can be extended beyond the classroom; autonomous learning
monitor and respond to students' language output
a wide range of resources
select, construct and use teaching aids; direct students to resources
foster independent learning on- and post-course
language systems
assess learning and prepare students for exams
facilitate learning of language
principles of testing and assessment; requirements of public exams
THE TEACHER
select and adapt materials
handle individual group learning styles
wide range of published materials; criteria for evaluation
plan lessons and series of lessons
learning theories; factors affecting learning
vary styles and techniques according to classes
principles of syllabus and course design
range of methodologies and TEFL developments

Plus Situations beyond candidates' immediate experience.

Each teaching area in the new syllabus was linked to a theoretical base. An alternative presentation of the diagram above is printed in the RSA handbook as "The Scheme".

* Now re-named RSA Dip TEFL

THE SCHEME

Aims

The aim of the scheme as a whole is:

a. to encourage the provision of specialised training of teachers in EFL.

b. to increase the competence of those engaged in the profession of teaching EFL to adults ie those over 16. The Board seeks to achieve this by approving appropriate training courses and by conducting written and practical examinations.

The syllabus aims to ensure balance on courses between the demands of practical application and understanding of the theoretical background.

Syllabus

Candidates should demonstrate an understanding of:

- language systems: phonology, grammar, lexis, discourse and the relationship between form and function
- the implication of learning theories for language teaching/learning: diffeent factors affecting learning, ie cultural, educational, psychological, linguistic and sociolinguistic; factors affecting classroom interaction and relationships
- the relevance of the history and development of language teaching and learning, including recent developments in TEF/SL; a range of methodologies and their appropriate applications
- principles of syllabus and course design
- a wide range of published materials; criteria for their evaluation; some principles of materials design
- principles of testing and assessment; methods of assessing students' learning formally and informally; the requirements of major EFL examinations
- a wide range of resources (aids to teaching and learning)
- types of errors and their implications for teaching
- ways in which learning can be extended beyond the classroom and principles of autonomous learning
- situations, beyond candidates' immediate experience, in which English is taught to speakers of other languages

Candidates should demonstrate an ability to:

- apply this formal knowledge of English to facilitate learning
- handle individual and group learning styles sensitively and effectively

- select and use teaching styles and techniques appropriate to learners' requirements and expectations; organise and manage classes of differing types eg for general and specific purposes, for monolingual and multilingual groups and for a range of levels

- plan a lesson and a series of lessons

- select published materials critically; devise supplementary materials where necessary; use chosen materials appropriately

- assess students' learning; prepare students for specific public EFL examinations

- select and use available teaching aids; construct new ones where appropriate; direct students to available resources

- monitor and respond appropriately to learners' language output

- foster independent learning outside the classroom during and after the course

APPENDIX 6: The Role of the Foreign Expert - Julian Edge

Faced with a roomful of foreign experts of one kind or another - DOSs, ADOSs, KELTs, ELOs, ROs, to name but a few designatory initials - my role was clearly not to sound off, but to provide an initial stimulus and an organisational framework.

At the beginning of the session, I asked participants to opt for one of two groups. One group would consider the role of the foreign expert vis-a-vis the host country. This group was given some background quotes to set the mood. The second group would consider roles and relationships among the foreigners themselves, the Council, the ODA, the contract outsiders and British university personnel. In setting this up, I tried to stress the common ground that the individuals might share, despite their belonging to the distinct groupings above.

The participants divided roughly fifty-fifty on the above basis, and each half split up into smaller groups for the discussion stage. The task that the groups were asked to carry out was EFL to its boots. They were asked to attempt to reach consensus on marking a number of statements True or False. I waited until the last moment to write these statements (and am truly sorry about waking Harley with my typing) in an attempt to catch as many comments and currents as possible from the seminar itself. I found this a worthwhile risk, if only for the advertisement in the previous day's Guardian that requested a teacher-trainer ADOS who did not need to have had any teacher training, but absolutely must have an MA in applied linguistics.

Some of the statements were naively simple:

> The Council ELO is the person best qualified and placed to manage project implementation.

Some were complex and polemical:

> The Beeby/Strevens proposition, that it is impossible to educate trained teachers in a formal teaching environment to deal with meaning in their classes, to treat learners as individual people, and to involve those learners actively in the learning process, is a classic example of a foreign expert forcing others into what is an essentially racist framework for so-called development.

Some related to problems of individuals participating in the seminar:

> The practice of demoting someone by introducing qualification requirements that the post-holder cannot meet is defensible on grounds other than cynical expediency.

I tried to appeal to the specific interests of Council officers, and KELT and DTE contract teachers, as well as raising general points that concern us all. The statements weren't designed to represent my own points of view. Inevitably, they were based on my perceptions and experience to the extent that I made them up in order to offer them to other people.

It was very heartening to hear how those Council/KELT/DTE divisions disappeared among most people involved in the small group discussions.

I eavesdropped quite a lot. I am not sure that this is morally defensible, but it was certainly very interesting and the temptation of open doors and corridors to lurk in was totally irresistible. Anyway, for the best reasons,

I did not want to impinge on group discussion. And for the worst reasons, I did not want to be around if complaints started to fly about the convoluted, True-but-False nature of some of the statements. The point of such a thing as:

> In difficult developmental circumstances (eg Somalia, Sierra Leone), it is the duty of the experts to hand over clear and simple, step-by-step methods. The most suitable methodology in the EFL field will be of the type developed in the west, with which the experts are most familiar and in which they received their own training.

was, in fact, to stimulate discussion about the two points and to highlight the potential danger of making such a(n) (il)logical connection. I did get complaints that it was impossible to mark some items True or False. I apologised, but I think I remain unrepentant, based on the quality of discussion that was going down and the positive reactions of others to the material.

Towards the end of the discussion period, I asked the group members to sit back, as individuals, and to write down two statements that they would like to make on the themes they had discussed. The idea was that those who wished to could go on to have their own statements discussed by the group. Subsequently, those who wished to could read out what they wanted to say at the plenary feedback session.

The feedback session began very interestingly indeed. When everyone came together, the noise level and the demand for copies of what the other group had been discussing was, first of all encouraging in terms of participant satisfaction and, secondly, an object lesson in the power of divided information to stimulate communication. And this went on and on.

Assuming that everyone knew what we were there for, it was interesting to wait and see at what stage people would want to get on with it. We never found out. After two of my normally pitched attempts to start had been heard only by a few people at the front, it became necessary (Thank you, Harley) for the participants to be bellowed at. (Not sure what to make of that. Feedback sessions are often superfluous, in that the important work has already been done; then there was the release from ther quite intense group discussions, plus the proximity of lunch.) Anyway, the session I had hoped for was one with periods of silence into which someone would read out a statement they had written down after their small-group discussion. More silence. Another statement, perhaps connected, perhaps not. I saw this as a chance for individuals to pass on, well, maybe not exactly emotion recollected in tranquillity, but certainly thoughts that they had had before the plenary, that might be left to hang around people's heads without immediate further discussion and counter-argument. This, I thought, would round off our session nicely, as well as sowing seeds for the afternoon's round table discussion, where common themes were likely to be debated between visiting Council management and administrative personnel, and the overseas teacher-trainers.

I think that the scheme of the feedback session was well enough understood, but the pressures unfortunately proved too great. Accordingly, it was not long before the first "Oh, I'm afraid I'll have to come in there" was sailing across the room. With hindsight, I wish I'd done the authoritarian session leader at this stage and insisted on procedure. At the time, I used a later space to remind participants of the procedure, but the desire to put people right continued to prove too strong for some. Still, there were some very pleasant silences, followed by the plonk of a thought hitting the surface. And maybe Annette was right when she said later that the best bet at

that stage was to let the session go the way the participants wanted it to go. Maybe. But which participants? And how much responsibility does one carry as nominated session leader? And what of the silent majority?

Most of the points raised referred to the relationships of outsiders to the Council itself - the quality of management on the DTE side; the negotiation of projects on the KELT side. Council officers spoke of working "outside" and KELT officers of "representation" duties in countries where there is no Council. On the overseas side, at least, common interests were seen and someone mentioned the need to make a conscious effort to keep in touch and to be aware of other points of view. It was slightly unfortunate that the mode of expression that had been common throughout the seminar, one of personal commitment and questioning, was occasionally misinterpreted as an opportunity to run out pat, formulaic answers. There really were not meant to be any sides.

I do not think it is worth reporting in detail all the points that were made. Most of them came up again in the afternoon session and, just as different people in that situation would have said different things, different people at the session certainly took different thoughts away with them. As with the whole of Dunford, it was the process that was important, and that is what I have tried to describe here.